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ABSTRACT

This report provides a transcription of the speeches and written statements presented at an oversight hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor concerning two TRIO Programs: Talent Search, and Upward Bound. TRIO programs are designed to help students overcome class, social, and cultural barriers to higher education. Talent Search is an early intervention program to help high school students better prepare for college. Upward Bound is a college-based program of rigorous academic instruction, individual counseling, and tutoring for low-income high school students. Speakers before the subcommittee were: Joseph Bell, Director, Upward Bound and Student Support Services, Howard University, District of Columbia; A. Bradley Mims, Deputy Staff Director, Subcommittee on Postal Personnel and Modernization, District of Columbia; Theresa Micheletti, University of Montana, Upward Bound Program, Missoula, Montana; Karen Yvette Samuels, Girls Club of Memphis, Talent Search, Memphis, Tennessee; and Mike Rodriguez, California Polytechnic State University, Upward Bound Program, San Luis Obispo, California. Additional contributions of prepared statements, letters, and supplemental materials presented at the hearing and contained in the report are from the National Council of Educational Opportunity Associations; and E. Thomas Coleman, a Representative in Congress from the State of Missouri. (GLR)

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OVERSIGHT HEARING ON TRIO PROGRAMS

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HEARING

BEFORE THE

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

ONE HUNDRED FIRST CONGRESS

SECOND SESSION

HEARING HELD IN WASHINGTON, DC, JUNE 20, 1990

Serial No. 101-122

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OVERSIGHT HEARING ON TRIO PROGRAMS

WEDNESDAY, JUNE 20, 1990

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON POSTSECONDARY EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, DC.

The subcommittee met, pursuant to call, at 9:45 a.m., in Room 2261, Rayburn House Office Building, Hon. Pat Williams [Chairman] presiding.

Members present: Representatives Williams, Hayes, Poshard, Coleman, and Gunderson.

Staff present: Richard T. Jerue, staff director; Nancy Prather, staff assistant; Patricia F. Sullivan, legislative associate; and Michael Lance, minority professional staff member.

Mr. WILLIAMS. Good morning. I am pleased to convene this oversight hearing before the Subcommittee on Postsecondary Education on two of the six special programs for students. More commonly known as TRIO, these programs are designed to help students overcome class, social, and cultural barriers to higher education.

By providing students with counseling, academic instruction, tutoring, assistance in applying for financial aid, encouragement and general support, the six programs that comprise the TRIO programs have now helped more than 2 million students succeed in postsecondary education.

Today, 1,450 TRIO programs operate in more than 900 higher education institutions and 80 government agencies. The last year TRIO project served a total of 500,000 students. Two-thirds of these students come from families where the total taxable income is less than 150 percent of the poverty level and neither parent had graduated from college.

This morning we'll hear testimony on two of the original TRIO programs and those will be Talent Search and Upward Bound. It is appropriate that the subcommittee look at these programs because this is the year we celebrate their 25th anniversary.

The Talent Search program recognizes the need that without early intervention, many students would be lost to postsecondary education because they would not be aware of their educational opportunities and, therefore, may not select the appropriate high school courses.

Upward Bound is a college-based program of rigorous academic instruction, individual counseling, and individual tutoring, for low-income high school students, most of whom are the first from their family to consider postsecondary education.

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All of the TRIO programs have proven successful, and improving access and retention of disadvantaged students to postsecondary education. In spite of the success of these programs, because of failure to fully fund the TRIO programs, more than 20 million students who are eligible to participate in TRIO are currently not served by the program—20 million unserved eligible young Americans.

I'd like to commend those TRIO students who are with us this morning. It looks like there's about 100 of you, and it looks like we have about two from every State. I can tell that by your faces.

[Laughter.]

Mr. WILLIAMS. We look forward to hearing from you and others about the experiences that you've had in the Talent Search and Upward Bound efforts.

Glenn, any comments?

Mr. POSHARD. Mr. Chairman, just briefly. I've had an opportunity during my experience as a school teacher and as a school administrator to work with both the Talent Search and the Upward Bound programs, and I can tell you that I don't feel there are two more effective programs anywhere in the country.

I think it's highly appropriate that this country identify the most talented individuals, who through no fault of their own, may not have been able to succeed in their schooling because of environmental conditions, or lack of financial resources, or whatever it is that's prohibited them from developing their skills and flourishing.

The Upward Bound program—the real value of that program, aside from the fact that a lot of it is college-based, at least on the college campuses, and getting the students there during the summer, and then providing individual counseling throughout the year—the real gem of that program, in my judgment, is the motivation that it gives to the students to show that they can excel; that they can achieve their academic goals: go on to college, get a good job, and contribute as responsible members of society. I think that's an admirable goal in itself—building self-esteem.

So I am very pleased to be able to support these programs. The sad part of all this is that, as the chairman has already explained, 20 million children who have been identified who ought to be participating in these programs, who would be eligible for participating in these programs, are not participating because of budgetary constraints in this country today.

We need to reprioritize our thinking and the way in which we fund things in this country because if there are any programs that stand a chance of helping this country progress as a Nation, it's these kinds of programs which help our children become better people.

I am hopeful that in the future, whether peace dividends are available or not—or the so-called peace dividends—that we will do a better job of assessing our priorities in this country and put more funding into programs like this.

Thank you, Mr. Chairman.

Mr. WILLIAMS. Thank you.

Mr. Gunderson?

Mr. GUNDERSON. Thank you, Mr. Chairman.

Let me join with you and the others on this committee in welcoming everybody now in Washington, but also to this hearing.

I happen to come from rural western Wisconsin. But, believe it or not, despite the fact that my congressional district has more dairy cows than it has people, it also has, believe it or not, 51,000 postsecondary college students, and TRIO is a very important part of many of those programs.

As you know, TRIO, on the one hand, is geared towards helping bridge the cultural gaps of going to higher education. Now what that means in western Wisconsin is helping someone from Milwaukee or Minneapolis-St. Paul learn how to go to college in a rural setting and adapt with it. But the truth is that TRIO has become a very important part of these programs within our college community. I have been a long supporter of it.

The administration, I understand, has asked for some increased funding, if the information I've received from the Department is correct—their 1991 request is for a $27 million—almost $28 million—increase in funding. I would hope with the budget summit; I would hope that within the overall budget priorities, that we can meet that or come very close to that.

Part of our discussion today, and what I would encourage those of you who are testifying and those of you who are not who will have similar meetings like this with your Members of Congress, either while you're here or later, share with us priorities; share with us how you feel TRIO fits in with a sense of priorities to other student loan programs, grant programs, et cetera, so that as we try to make some of those difficult decisions, we can understand exactly where you want that money to be focused.

The other bit of advice to all of you that are here, I happen to have in my congressional district a collegiate council. It is made up of up to four students from every college in my district. I would think that an effective lobbying program on behalf of TRIO would be for each of you to go home and to find out whether or not your Member of Congress has a similar program; and if they don't, to get one organized, to try to get on it.

I let the student senates on each campus choose the four student representatives, and within that make sure that you're able to make that effective communication.

Thank you, Mr. Chairman.

Mr. WILLIAMS. Thank you, Steve.

Mr. Coleman?

Mr. COLEMAN. Mr. Chairman, very briefly. First of all, welcome to our many participants and observers to our hearing process. It is not every time we hold a hearing that we find so much interest, every chair filled, and all space in this room taken. I'm very glad to see that.

I note that we are going to hear from about two of the programs of TRIO today. Our 25-year anniversary is being celebrated both in Upward Bound and Talent Search. That shows the significant support by the Congress through the years for these very important programs.

As Mr. Gunderson indicated, the President has requested an additional $27 or $28 million to increase the funding next year for these programs. I think this shows priorities at a time when every-

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thing else is being cut back—these programs are being provided additional monies.

Of special concern to me are the programs in which we try to encourage young people in our country to go into mathematics and science. I am encouraged that some of this additional funding will be put into programs to attract young people like yourselves into these important areas and disciplines of academic life.

We need to have more American students in these classrooms. They will eventually become our Ph.D.'s and our college professors and the leadership of our industry and academic community. And, very frankly, we're not attracting enough of our own citizens into these areas. We are especially short on minority individuals entering programs and seeking advanced degrees in these critically important areas for our country.

So I encourage you to do that, and use your talents to the best constructive way for our country. I think that we will hear a lot from you today; we look forward to it. We will be interrupted by votes and we will have to come and go—that's part of the experience. But nevertheless, you're learning what Capitol Hill life is all about, and I welcome you to this committee.

[The prepared statement of Hon. E. Thomas Coleman follows:]

OPENING STATEMENT

CONGRESSMAN E. THOMAS COLEMAN

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

HEARING ON THE TRIO PROGRAMS

JUNE 20, 1990

MR. CHAIRMAN. I join you in welcoming in welcoming our witnesses, particularly the three students, who will testify on the second panel, who represent the participants of the Student Leadership Conference, which is held here in Washington and organized by the National Council of Educational Opportunity Associations.

This conference and this morning's hearing also coincide with the 25th anniversary of two important TRIO programs for students from disadvantaged backgrounds. The first, Upward Bound, will provide almost 40,000 high school students-- low income and first generation college bound students-- with intensive academic assistance and counseling programs, Saturday classes, and summer campus residential programs during the coming academic year. Upward Bound has made college education a reachable goal for literally tens of thousands of talented young Americans, who, otherwise, would have lacked the skills or encouragement to go beyond a high school education.

The second program in the 25th year is the Talent Search program, which supports projects which identifies young people-- usually high school students or dropouts-- who have the potential to complete high school and go on to college and

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provides them with information about college opportunities and assists them in applying for admission and financial aid.

In all of its programs, TRIO is currently serving the needs of over 500,000 disadvantaged students in approximately 1500 projects nationwide.

In view of its critical role in improving access to postsecondary education and reducing the dropout rate of disadvantaged students in high school, funding for TRIO has steadily increased during the past decade, and I am very pleased by the Administration's request of $270 million for fiscal year 1991, an increase of $28 million over the 1990 appropriation. Such increased funding will allow the "Talent Search" program to begin early identification of promising, low-income students in junior high school, a critical time of "intervention" to shape attitudes and academic goals.

Additionally, this funding will support regional magnet projects in mathematics and science instruction to increase the number of Upward Bound students who are prepared to pursue undergraduate degrees in these critically important disciplines. Science and mathematics education in the United States is an area of particular interest to me. Currently far too few American student pursue degrees in such critical disciplines as physics, engineering, mathematics, or computer science, and we must begin to draw talented low-income and minority students into these fields to meet the demands of an increasingly

technology-driven economy.

Finally, an area of increased importance is increasing the number of low-income and minority students who transfer from a two-year to a four-year institution. Currently, over fifty percent of all undergraduates begin at two-year junior or community colleges. Only about 18 percent of those who plan to get a bachelor's degree even make the transition. For minorities, the statistic is an appalling 9 percent. So, clearly, this is an area of considerable concern for the Postsecondary Subcommittee.

Again, I welcome our witnesses and look forward to hearing their testimony this morning. And, through the students who will testify, I welcome to Washington all the students who are participating in the Student Leadership Conference.

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Mr. WILLIAMS. Thank you, Tom.

I ask our first two witnesses to come forward—Mr. Bell and Mr. Mims.

While they are doing so, let me introduce them. Mr. Joseph Bell is the Director of TRIO programs at Howard University here in Washington, DC. Mr. Mims is—I think most important, perhaps—a former TRIO student, but is now a Deputy Staff Director of the Subcommittee on Postal Personnel and Modernization here on Capitol Hill.

Mr. Bell, we're pleased you're with us. Please proceed.

STATEMENTS OF JOSEPH BELL, DIRECTOR, UPWARD BOUND AND STUDENT SUPPORT SERVICES, HOWARD UNIVERSITY, WASHINGTON, DC, AND A. BRADLEY MIMS, DEPUTY STAFF DIRECTOR, SUBCOMMITTEE ON POSTAL PERSONNEL AND MODERNIZATION, WASHINGTON, DC

Mr. BELL. Thank you.

Mr. Chairman, members of the subcommittee, I very much appreciate the opportunity to testify before you today.

My name is Joseph Bell and I have directed the Upward Bound program at Howard University here in the District since 1971.

Our program—one of two Upward Bound programs in Washington—enrolls 120 students annually. In my view, this is indeed unfortunate since there are over 21,000 students enrolled in Washington's public high schools, at least 14,700 of whom are eligible and could benefit from Upward Bound.

Our program at Howard is typical of many of the 505 Upward Bound programs hosted by colleges and universities throughout the country. We are just beginning our summer residential session at Howard. All students will live on campus, Monday through Friday, for the next six weeks.

Each day students participate in a series of classes including reading, mathematics, literature and science. Our mathematics offerings range from introductory algebra through calculus. Our science courses are assigned by grade level; freshmen are enrolled in general science, sophomores in biology, juniors in chemistry and seniors in physics.

In the afternoons, students work at jobs in various offices at Howard related to their career interest. For example, placements include the hospital, child care center, and many of the academic departments.

During the evenings, in addition to time set aside for studying, we schedule a variety of social and cultural activities—from swimming and basketball, to lectures and concerts.

Recently, the Howard Upward Bound programs has also instituted a comprehensive mentoring and career awareness program designed to match students with professionals in areas in which they have an interest. We are grateful to have secured the cooperation of such organizations as the Secret Service, the Black Entertainment Network, various law firms and small businesses in making these weekly mentoring experiences possible.

During the school year, we provide supplementary classes for all students each Saturday from 9 a.m. to 2 p.m. Classes again include mathematics, reading, science and English.

Additionally, during the academic year, my two counselors and I spend a great deal of time working with students in preparing them for college placement examinations, in preparing applications for college and for student financial aid.

This occasion of the 25th anniversary of Upward Bound has provided me some opportunity for reflection on the program as I first came to know it in 1971 and as it has evolved. Initially, Upward Bound recruited students following the tenth or eleventh grade. Our experience has reinforced the need for earlier intervention and today we recruit students following the eighth grade.

Definitely, I can say the quality and rigor of our academic program is improving. This is due, in part, to a change in the times. Initially, programs such as mine which target on black students spent a greater amount of time on cultural awareness and courses such as black history and black theatre.

It is also due in part to greater stability in our core of instructors—who include public school teachers, Howard faculty, and Upward Bound graduates.

Finally, our heightened emphasis on academic achievement results from an increased commitment to prepare students for the whole range of careers available to them, particularly those requiring strong preparation in mathematics and science.

My sense, too, is that Upward Bound has changed a great deal in the last 25 years because the students who are the focus of our efforts, and the situations in which they find themselves have grown more complex. The late 1960's and early 1970's were a time of great optimism within this society. Students we accepted into Upward Bound in the 1960's were convinced of the opportunities before them and anxious to open themselves to a range of new experiences.

In contrast, students of the 1990's receive much more fragmented support from their homes, their peers, and their communities. In turn, both colleges and universities and the Federal Government provide them less evidence of belief in their abilities and less opportunity to become productive and contributing members of this society.

We in Upward Bound, in turn, are faced with a much more difficult challenge in motivating students to prepare for and attend college.

Despite the challenge of this task, this year at Howard we are sending more than 90 percent of our graduating seniors to college—performance we have equalled in each of the 19 years I have been at Howard.

I am also confident that Howard Upward Bound graduates have retention rates that match those of their Upward Bound peers. At the University of Maryland, for example, a longitudinal study found that five years after entering college, over 65 percent of Upward Bound graduates have received baccalaureates or were still in college.

A 1981 study by Research Triangle Institute found that overall Upward Bound graduates were four times as likely to earn an un-

dergraduate degree as students from similar backgrounds who did not participate in Upward Bound.

This subcommittee has always been a forceful advocate for the TRIO programs. Today, more than 20 million students are eligible for TRIO services, and we can serve fewer than 5 percent of those eligible. With respect to the more intensive services provided by Upward Bound, only 38,000 students—less than 1 percent of those eligible—can currently be served.

Mr. Williams, we in the TRIO community have confidence in the continued support of your subcommittee. With that support and a growing realization among all citizens of this country of the challenges inherent in demographic changes, the TRIO programs can continue to expand and improve. I appreciate the opportunity to testify before you today and would be pleased to answer any questions you might have.

[The prepared statement of Joseph Bell follows:]

TESTIMONY OF JOSEPH BELL
DIRECTOR, UPWARD BOUND AND STUDENT SUPPORT SERVICES
HOWARD UNIVERSITY

Mr. Chairman, Members of the Subcommittee, I very much appreciate the opportunity to testify before you today. My name is Joseph Bell and I have directed the Upward Bound program at Howard University, here in the District, since 1971. Our program--one of two Upward Bound programs in Washington--enrolls 120 students annually. In my view this is indeed unfortunate since there are over 21,000 students enrolled in Washington's public high schools, at least 14,700 of whom are eligible and could benefit from Upward Bound.

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During the school year, we provide supplementary classes for all students on each Saturday from 9 a.m. through 2:00 p.m. Classes again include mathematics, reading, science and English. Additionally, during the academic year, my two counselors and I spend a great deal of time working with students in preparing them for college placement examinations, in preparing applications for college and for student financial aid.

This occasion of the twenty-fifth anniversary of Upward Bound has provided me some opportunity for reflection on the program as I first came to know it in 1971 and as it has evolved. Initially, Upward Bound recruited students following the tenth or eleventh grade. Our experience has reinforced the need for earlier intervention and today, we recruit students following the eighth grade.

Definitely, I can say the quality and rigor of our academic program is improving. This is due, in part, to a change in the times. Initially, programs such as mine which target on black students spent a greater amount of time on cultural awareness and

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It is also due in part to greater stability in our core of instructors--who include public school teachers, Howard faculty, and Upward Bound graduates. Finally, our heightened emphasis on academics results from an increased commitment to prepare students for the whole range of careers available to them, particularly those requiring strong preparation in mathematics and science.

My sense to, is that Upward Bound has changed a great deal in the last twenty-five years because the students who are the focus of our efforts, and the situations in which they find themselves have grown more complex. The late sixties and early seventies were a time of great optimism within this society. Students we accepted into Upward Bound in the sixties were convinced of the opportunities before them and anxious to open themselves to a range of new experiences.

In contrast, students of the nineties--receive much more fragmented support from their homes, their peers and their communities. In turn, both colleges and universities and the federal government provide them less evidence of belief in their abilities and less opportunity to become productive and contributing members of society. We in Upward Bound, in turn, are faced with a much more difficult challenge in motivating students to prepare for and attend college. Despite the challenge of this task, this year at Howard we are sending more than 90% of our graduating seniors to college--performance we have equalled in each of the nineteen years I have been at

Howard.

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This Subcommittee has always been a forceful advocate for the TRIO programs. Today, more than twenty million students are eligible for TRIO services, and we can serve fewer than 5% of those eligible. With respect to the more intensive services provided by Upward Bound, only 38,000 students--less than 1% of those eligible--can currently be served.

Mr. Williams, we in the TRIO community have confidence in the continued support of your Subcommittee. With that support and a growing realization among all citizens of this country of the challenges inherent in demographic changes, the TRIO programs can continue to expand and improve. I appreciate the opportunity to testify before you today and would be pleased to answer any questions you might have.

Mr. WILLIAMS. Thank you, Mr. Bell.

Mr. Mims?

Mr. MIMS. Thank you, Mr. Chairman.

Good morning, Chairman Williams, members of the subcommittee. My name is A. Bradley Mims. It is an honor and a pleasure to appear before the House Education and Labor Subcommittee on Postsecondary Education to present my views on the Upward Bound program.

In 1971 and 1972, I was fortunate enough to have participated in the Upward Bound program at Georgetown University here in Washington. If I can characterize the program in one word, that word would be "successful."

If there is one program that has successfully fulfilled it's mission and charter, this is it. Since its inception in 1965, the Upward Bound program has literally taken millions of marginal students who demonstrated some promise or ability to excel academically and put us on a clear path to success.

The program made the difference in the quality of life for its participants because it enabled most of us who were from disadvantaged or working class households to receive a quality college education and lead purposeful middle-class lives.

Had it not been for Upward Bound, many of us who were on the academic, economic and social margins would not have been fortunate enough to receive the career counseling, academic assistance and attention that we needed, to make it over the hurdles of enrolling and completing our courses of study at institutions of higher learning.

The Upward Bound program also gave its participants a head start in developing many cultural and social graces outside of our own cultural or ethnic environments, as we were exposed to various plays, recitals, concerts and even dining experiences. We were also taken on field trips and exposed to various college campuses around the country.

Personally, my Upward Bound experience was multifaceted. The program transformed a shy and unsure 15-year-old into a young man with a plan. Through effective counseling, I was able to chart a clear-cut 20-year plan toward becoming the lobbyist that I desired to be. I have been a Capitol Hill staffer for 12 years. I am the former Legislative Director to Congressman John Lewis and presently Deputy Staff Director for Congressman Hayes' Post Office and Civil Service Subcommittee on Postal Personnel and Modernization.

In the years to come, I look forward to lobbying for a special interest group that could use my talents.

In essence, the Upward Bound program made a profound difference in my life. It gave my life aim and direction. If I may venture to say so, the program did the same for most of those who participated.

If I may cite a few other Capitol Hill staffers who participated in the Upward Bound program: Mr. Willie Bradford, who is systems manager for Congressman Walsh, attended Georgetown Upward Bound with me; Ms. Katrina Kelly—Katrina isn't here, and Mr. Hayes is a member of this subcommittee—Katrina Kelly on Mr. Hayes' staff, worked as a tutor counselor. Mr. Hayes' press secre-

tary, also worked at Loyola College as a tutor counselor. Ms. Jackie Ellis, who is administrative assistant to Congressman Owens, who is another member of this subcommittee, was at the program at Springhill College in Alabama, and went on to earn her law degree at Georgetown University.

Mr. Chairman, I truly cannot find the words to describe the affinity that I have for this program. While many of the social programs of the 1960's have gone by the wayside, Upward Bound continues to be a quiet, yet effective program, which has made a difference in the lives of millions of young persons, who like myself, were on the margins of life.

Thank you, Mr. Chairman.

[The prepared statement of A. Bradley Mims follows:]

TESTIMONY OF A. BRADLEY MIMS BEFORE THE HOUSE EDUCATION AND LABOR SUBCOMMITTEE ON POST SECONDARY EDUCATION ON THE UPWARD BOUND PROGRAM

Good Morning. Chairman Williams, members of the Subcommittee and especially my boss, Congressman Hayes. My name is A. Bradley Mims. It is an honor and a pleasure to appear before the House Education and Labor Subcommittee on Post Secondary Education to present my views on the Upward Bound Program. In 1971 and 1972, I was fortunate enough to have participated in the Upward Bound Program at Georgetown University. If I can characterize the program in one word: successful.

If there is one program that has successfully fulfilled its mission and charter, this is it. Since its inception in 1965, the Upward Bound program has literally taken millions of marginal students who demonstrated some promise or ability to excel academically and put us on a clear path to success. The program made the difference in the quality of life for its participants because it enabled most of us who were from disadvantaged or working class households to receive a quality college education and lead purposeful middle-class lives. Had it not been for Upward Bound, many of us who were on the academic, economic and social margins would not have been fortunate enough to receive

the career counseling, academic assistance and attention that we needed to make it over the hurdles of enrolling and completing our courses of study at institutions of higher learning.

The Upward Bound Program also gave its participants a head start in developing many cultural and social graces outside of our own cultural or ethnic environments. As we were exposed to various plays, recitals, concerts and dining experiences. We were also taken on field trips to tour college campuses.

Personally, my Upward Bound experience was multifaceted. The program transformed a shy and unsure 15 year old to into a young man with a plan. Through effective counseling, I was able to chart a clear cut 20 year plan toward becoming the lobbyist that I desire to be. I have been a Capitol Hill Staffer for twelve years. I am the former Legislative Director to John Lewis and presently Deputy Staff Director for Congressman Hayes's Post Office and Civil Service Subcommittee on Postal Personnel and Modernization. In the years to come, I look forward to lobbying for a special interest that could use my talents.

In essence, the Upward Bound program made a profound difference in my life. It gave my life aim and direction. If I may venture to say so, the program did the same for most of those who participated.

If I may cite a few other Capitol Hill staffers who participated in the Upward Bound Program, Mr. Willie Bradford systems manager for Congressman Walsh attended

Georgetown University Upward Bound, Ms. Katrina Kelly, Legislative Director to Congressman Hayes was a tutor Counselor at Mary Crest College, Mr. Bruce Taylor, Press Secretary to Congressman Hayes also worked as a tutor counselor at Loyola University and Ms. Jackie Ellis, Administrative Assistant to Congressman Major Owens, of the Subcommittee, attended the Upward Bound program at Springhill College and went on and earned her law degree at Georgetown University.

Mr. Chairman, I truly cannot find the words to describe the affinity that I have for this program. While many of the social programs of the 1960s have gone by the wayside, Upward Bound continues to be a quiet, yet effective program which has made a difference in millions of young persons, who like myself, were on the margins of life.

Thank you, Mr. Chairman.

Mr. WILLIAMS. Thank you very much.

Mr. Coleman, any questions of these gentlemen?

Mr. COLEMAN. Yes. I'd like to ask Mr. Bell about the eligibility for young people to attend your summer sessions at Howard, for example.

How are they selected? How do they determine that this student gets accepted and that student doesn't?

Mr. BELL. Mr. Coleman, we have target schools that we approve primary students from. We have liaison staff people at that particular school referred to counselors that we go and talk to during the fall and talk to the counselor—they come in and talk to different classes of students. We leave applications and students just apply. Once a student applies, the qualification means that the student has to submit a copy of their 1040 because it's designed for low income—low income and first generation of students. That's how we select students.

Mr. COLEMAN. Do you have to turn people away or are you able to accept everybody?

Mr. BELL. No, we're only budgeted to serve 120 students, so some have to be turned away because we don't have the room or other resources to provide all the services we need—to do a quality job with the students.

Mr. COLEMAN. Is there a geographic area that you mainly try to recruit from, is it from the Washington area, or——

Mr. BELL. It's basically for the Washington area, and those students have to live and attend school in the District of Columbia.

Mr. COLEMAN. So they come on campus during the day. Do they live on campus during that six weeks, or——

Mr. BELL. During the summer they live on campus five days a week and go home on weekends. And during the follow-up, during the year, they go to their regular high school during the week and come to class on saturdayS. And during the week they come for tutoring. Every time a student gets their report cards they have to give us a copy of it. And if a student receives a D or F in the college prep courses, the student is required to come to tutoring one hour a week after school.

Mr. COLEMAN. Are they in turn encouraged to assist other youngsters in their high schools after the summer; in other words, become a mentor themselves? Is that something that you've looked at or tried to use?

Mr. BELL. We have used students in Upward Bound to tutor elementary school students in the close proximity to Howard. The students themselves are a bigger recruiter—they sell the program themselves.

Mr. COLEMAN. I was struck by one of your comments in your testimony about how things have changed over the last 25 years and how you've been able to look back over your experience, I think since 1971. There are a lot of things that have changed in the world, and are changing right now, but I am interested in your comments about fragmented support from their homes, their peers, and their communities. I was wondering, how this has affected your program? How have you tried to adjust to that phenomena that we know is out there?

Mr. BELL. What I have done is to try to offset that is to get more involved with other organizations within the community that have a resource or counseling area that would supplement what I'm doing and also identifying, especially when we're moving along that line with black males from that area.

I think fragmented from the parents is what we find in my particular program, 75 percent of the students—close to 78 percent of the students—come from where the mother is the head of the household, so consequently there is no positive male image in that particular home.

And the peers, you know, with the drug situation within the country now, not only just in Washington, DC, it's most difficult to give that student that type of attention that that student really needs at that late date, is the reason we try to move down to the lower age to try to get that student coming out of the eighth grade so we can try to nip it in the bud. And with the support of other agencies throughout the community that volunteer to assist my staff, they were able to move in some sort of direction we hope.

Mr. COLEMAN. Thank you.

Mr. WILLIAMS. Mr. Poshard?

Mr. POSHARD. Are we on the second bell?

Mr. WILLIAMS. The second bell—we have about nine minutes.

Mr. POSHARD. I'll be brief, then. Mr. Bell, I appreciated both you and Mr. Mims' testimony.

Are there any efforts to model some of the parts of the Upward Bound program in the regular academic programs of the regular school settings? I know that some of the things that you do so well in terms of academic counseling and some of the motivational means and so on—why could not we transfer some of those same things into the regular school setting?

Mr. BELL. I would imagine that the people in charge of the regular school setting would have to want to buy into that, to really want to move forward and put the money into that particular area, I would imagine.

I do know that I find, like on the Howard campus, like in particular areas, you know, like I find that the pre-engineering program, the preface program, is modeled after Upward Bound. The Allied Health program is modeled after Upward Bound. The Actuary Science program in business schools bring in students from across the country to model after Upward Bound. So Upward Bound is a model that works.

But I imagine people within the school system, the superintendent and the school board members would want to have to buy into that concept.

Mr. POSHARD. And you don't see that totally at this point in time?

Mr. BELL. I don't see that, no.

Mr. POSHARD. How does a student in a school find out about Upward Bound? Do you have an outreach program, PR, for instance?

Mr. BELL. The students themselves are the biggest seller of the program. We do go to the schools. We don't do a lot of PR as far as radio and newspaper, because we're only budgeted to serve 120 students so we don't want to be the revolving door to go out and bring

the student in, and to advertise that we've got a program like Upward Bound, we can only serve students. So we have a waiting list, you know, over 75 students, students just waiting because we can't provide the service because we don't have the money to provide the service with.

We only have two Upward Bound programs in the District: one at Howard and one at Trinity. Trinity College is only serving 45 students; I'm serving 20 students. So you see with the numbers I gave you, we're serving less than 200 students in the District of Columbia.

Mr. POSHARD. Mr. Chairman, I'll have other questions later.

Mr. WILLIAMS. Thank you.

While my colleagues move off to the Floor for a vote, I'll tell the folks here that the bells—for those who aren't accustomed to this—the bells you hear are an indication, first, that the House went into session at 10 o'clock; and then we had a second series of bells, two bells, which indicated that a vote is occurring on the Floor of the House-which, of course, is in the Capitol just across the street from this building, which is called the Rayburn Building. But Members only have 15 minutes, once the bells ring, to vote and then the voting is closed. So if you miss the 15 minutes, you miss the vote.

This vote is on approving the journal of yesterday. As you know, there's a publication that comes out each day called the Congressional Record, which, to some degree, is a reflection of what happened yesterday in the House—that is a journal of the House. And each day the House must approve the journal of the previous day.

It's not a critically important vote, and the House now uses it to get a count on the Members that are present. So almost every day we have a vote on the journal.

I want to ask some questions here so I won't adjourn this hearing to go over and vote myself inasmuch as this isn't a critically important vote. There are a couple, perhaps more, people from my State of Montana who are present, so if you should hear that Pat Williams missed a vote today, you will be able to write a letter to the editor and say, that's because he was meeting with me and he didn't want to be rude and leave.

Mr. Bell, let me follow up on the point that also impressed my colleague from Missouri, Mr. Coleman.

We have heard an enormous amount of discussion during this decade about the quality of America's schools, and the fact that America's schools may not be, some would say, absolutely are not turning out a fully educated citizenry as we suppose they once did in America. That criticism goes primarily to grades K through 12, but many would include our system of higher education in that criticism.

While I recognize you are not addressing that point precisely in your testimony, it is nonetheless very interesting because it does raise the issue. Taking somewhat out of context what you said, let me read it back:

"The quality and rigor of our academic program is improving." You, of course, are referring to Howard. "We have greater stability in the core of instructors. We have a heightened emphasis on academics."

But then recognizing that there is, nonetheless, a problem, you refer back to the 1960's and 1970's and say they were a time of great optimism within this society. And you point to what I think is a fact, and that is that Upward Bound students in the 1960's were convinced of the opportunities before them and were anxious to open themselves to a range of new experiences.

And then in referring to today's students, you say that compared with their predecessors, they receive somewhat fragmented support from their homes, from each other, from their communities. And you go on to say that the Federal Government also provides them with less evidence of what should be their belief in themselves and the opportunities that lie before them.

So you, too, would say that the preparation of today's students is not what it should be. But you point somewhere else other than academics and teachers as the reason for that.

That's very interesting. That's different from what we've been hearing.

Would you share with me and with the record of our committee some examples, if you could, of students you know who are now attending what is apparently a school with an improved academic performance, more stability in its core of instructors, and yet, because of a lack of Federal help, or difficulties in their home, perhaps not doing as well as you or Mr. Mims or others did before them?

Can you give us some examples without naming names, but give us some anecdotes as to how you came to your conclusions?

Mr. BELL. I can cite a young lady that was in Upward Bound that got pregnant during her junior year. She lived with her grandmother in public housing in the Shaw area of the District of Columbia and was torn between having an abortion, and torn between having the baby. And through the talking with the staff within Upward Bound and talking with her grandmother, she decided to have the child, decided to continue in school. In fact, we gave her a leave of absence from Upward Bound and provided her support because I had one of the tutors go to her home and still provide the tutoring with her. Consequently, the young lady is getting a four-year scholarship to North Carolina Central University.

On the other hand, I can give you an example of a young lady whose mother put her out; put her out because of her mother's boyfriend—they lived in a one-bedroom apartment. Her mother's boyfriend was making passes at her and she tried to talk to her mother about that. The mother, through her insecurity, put the young lady out in the street. Consequently, this young lady today is in her second year of school at Howard.

Or I can give you an example of a young man who lived with his father, and the father was a child abuser. I sat down and talked to the young man and the father and the father told me it wasn't any of my business. As long as the child was in Upward Bound it's my responsibility. I ended up reporting the father to the child abuse agency.

There are a lot of stories that I can give of my involvement with that. I think that as a former educator and a former teacher, I think the teacher can only do so much, but I think they begin in the home. And I think, like I said, with the student—it's my re-

sponsibility, it's my generation's responsibility to provide some sort of guidance and direction for the student today. We're talking about an extended family concept, that it's everyone's responsibility to have input in raising the kids today, even though some adults are afraid to even chastise the student in the street because of physical violence that may occur with that, they turn their head.

I guess to some degree that's the direction that I was referring to back in the 1960's, being a product of the civil rights movement in Selma, Montgomery, marching, there was the opportunity to really want to take advantage of the opportunity. I mean, I really wanted to get educated. I really wanted somebody to help me because my parents couldn't afford it.

I think the students today are much brighter. But because of what I see as my peers and my generation, neglect from that extended family concept and the community, as far as not reaching out. And doing what Ms. Smith, who lives around the corner from me in growing up, would see me cutting up in the street, would chastise me. I guess those are the type of things that I'm referring to.

Mr. WILLIAMS. Thank you.

Mr. Mims, where is your home originally?

Mr. MIMS. I'm a Washingtonian. I grew up right here on Capitol Hill, as a matter of fact.

Mr. WILLIAMS. Do you still see some of your early friends, people you grew up with?

Mr. MIMS. Yes, I do.

Mr. WILLIAMS. Some of them, no doubt, have gone on to become successful, as you have, and reaching their goals. I assume others of them haven't done quite as well.

Can you point to some who haven't done as well: I mean, in your own mind, if you've identified some who haven't done as well, but might have if they had had the same opportunities through the use of one or more of the TRIO programs as you had?

Mr. MIMS. Yes, there are a number of people who I had gone through public schools with here in Washington, DC who were brilliant people, who, unfortunately, did not have the support of their families—I can say that, as Mr. Bell has said—who went through school and earned very good grades; where once they got to 10th, 11th, 12th grade, they didn't have a particular direction, they didn't know exactly what they wanted to do. And once they finished high school, they were just left standing.

What they're doing now, a lot of them are in Federal jobs, as you know they are here in Washington, in lower level jobs. But they had the potential to go out and seek high level professional jobs no matter where they could have been.

A lot them—and I would say half of them—and especially the black males that I grew up with, turned to drugs or alcohol, unfortunately. And those that I still do see, I encourage them, you know, at this age, many of them, like myself are in their mid-thirties. There's still time and there's still hope—and, you know, why don't you make a way for yourself.

But just for myself, I had a very supportive family. And that, in essence, with the combination of the program, I think made a real difference in my life.

Mr. WILLIAMS. Mr. Mims speaks of young people that he grew up with who were very bright, intelligent, eager, aggressive young people, and somehow they didn't—thus far, at least—didn't make it, haven't done very well.

The question for the United States is always whether or not we can afford to have young people—particularly the brightest young people—falling by the wayside. Is this Nation so rich that it can lose it's best people by the hundreds of thousands, if not the millions, and still have enough bright people on the front lines to provide the innovation and expertise necessary to keep America as a world leader?

Probably the greatest waste in this country is the waste which you referred to with regard to some of your friends not doing as well as they might have. That's why the TRIO programs are such a significant investment in the future of this country, because they are among the only efforts—Federal efforts—made by the Congress and the President to try to invest our resources in such a way that we prevent this falling by the wayside, that both of you have referred to today.

We appreciate your taking the time to be with us. Thanks very much for your testimony.

Now we come to our second panel, which is our expert witness panel—these are the students. We'll ask the three, Ms. Micheletti, Ms. Samuels, and Mr. Rodriguez to join us at the table.

Theresa Micheletti attends the University of Montana in the Upward Bound program, and that's located at Missoula, Montana. Theresa, we're delighted to have you with us today. Please proceed.

STATEMENTS OF THERESA MICHELETTI, UNIVERSITY OF MONTANA, UPWARD BOUND PROGRAM, MISSOULA, MONTANA; KAREN YVETTE SAMUELS, GIRLS CLUB OF MEMPHIS, TALENT SEARCH, MEMPHIS, TENNESSEE, AND MIKE RODRIGUEZ, CALIFORNIA POLYTECHNIC STATE UNIVERSITY, UPWARD BOUND PROGRAM, SAN LUIS OBISPO, CALIFORNIA

Ms. MICHELETTI. Thank you.

Chairman Williams and members of the committee:

I am here today because I want to share a story with you. it is a story I think you will recognize because it is similar to that of many Upward Bound students across the Nation.

My name is Theresa Micheletti and I am part Chippewa-Cree and part white. I live in Great Falls, Montana and I represent the University of Montana Upward Bound.

I grew up in a very confusing situation. My father was a practicing alcohol until I was about 12 years old. My mother was an excessive user of prescription drugs and I was constantly moving and changing schools.

I went through the death of my grandmother, who I was very close to, and then five years later I experienced the death of my grandfather.

I saw my sister get pregnant in her senior year of high school and used it for an excuse to drop out of school. I also went through the divorce of my parents and the hassle of moving between the two.

In spite of all this, I have had many new and exciting experiences because of my involvement with Upward Bound. I went to a pow-wow for the first time and I didn't even know what a pow-wow was—and that's the celebration of my people. I've seen Calgary, Yellowstone Park, Seattle—which is my birthplace—and other places close to my home that I would have never seen if I hadn't been involved with Upward Bound . I met a lot of other kids from many cultures and I've tried foods I've never tried before.

One of the reasons that I joined Upward Bound was to run away from my problems. When I joined Upward Bound there were many problems in my family. I saw a six-week opportunity to run away from my problems. It didn't work. I learned that my problems could run just as fast as I could and catch up with me.

The staff at Upward Bound were there for me 365 days a year, not just for six weeks. They helped me through the divorce of my parents. They made me realize that today divorce is a very common thing and is a part of life we must accept.

I used to always feel like I had to tackle problems alone to be strong. And Upward Bound helped me to realize that I'm not weak just because I may need help with problems.

When I lost friends, Upward Bound was there to help me. And when I lost my grandfather and was in difficult relationships, Upward Bound was there to help me through it all.

It is because of Upward Bound that I'm going to be a freshman in college. I flunked one of my required classes, and because I spent 25 percent of my time in study halls, I was almost guaranteed to spend an extra year in high school, because it is very hard to get all the needed credits when you've wasted so much time in failed classes.

The outcome for me was exactly the opposite. I graduated this year a semester early, with a college prep diploma, and my grade point average for my senior year was 3.67.

I will be attending the University of Montana starting this fall, and will be majoring in elementary education. I strongly believe that I need to leave Great Falls so that I may find out who I really am inside, then I will be able to help other kids who grew up in tough situations succeed, just like Upward Bound has helped me.

It is because of Upward Bound that I want to teach the children other teachers give up on. Upward Bound didn't give up on me, even through the tough times, and I won't give up on other kids.

Chairman Williams and members of the subcommittee, I ask you to recognize how important Upward Bound and Talent Search programs are. They give young people a chance to grow and become important and prominent people in society, much like yourselves. They care about us—who we are, what we feel, what we are doing now, and what we want to do in life. These programs help us over hurdles and send us up the ladders of success.

I hope that I will be able to send my child to Upward Bound so that he or she may experience the love, friendship, and growth that I have been able to experience over the past five years.

Thank you.

[The prepared statement of Theresa Micheletti follows:]

TESTIMONY OF THERESA MICHELETTI
UPWARD BOUND STUDENT
UNIVERSITY OF MONTANA

Chairman Williams, members of the House Subcommittee on Postsecondary Education, fellow Talent Search and Upward Bound brothers and sisters. I am here today because I want to share a story with you. It is a story I think you will recognize because it is similar to that of many Upward Bound students across the nation. Although it is similar to many other stories, I hope you will enjoy it because it is also quite different than any other story every told. It is different because it is my story. It is a story without an ending because my life has only begun, yet it is a story with a powerful message.

The story is set on the plains of central Montana, the fourth largest state. It is the spring of 1986 and there are 400,000 people in Montana with a story to tell, but only one of those people will be chosen to tell her story.

Theresa Micheletti is a girl born of mixed Chippewa-Cree and white blood, an urban Indian attending eighth grade at East Junior High School in Great Falls, Montana. Much to her surprise, she is about to receive one of the most exciting opportunities of her life. Although she has just finished eighth grade and is just starting to grow up, she is already lured from the nest. She receives a letter asking her to attend a meeting at which she is interested by promises of academic, social and personal growth.

I began Upward Bound at the University of Montana during the summer of 1986. I was 13 years old and the youngest Upward

Bounder there that summer. I had many reasons for joining Upward Bound, some academic, some personal. One reason I joined Upward Bound was because I had a chance to better myself academically.

I was a pretty good student, a member of the National Junior Honor Society, but I wanted more. I wanted to be the best I could, but that plan backfired because I had an ulterior motive that I didn't even realize. The ulterior motive was not only to be the best I could, but to be better than everyone else attending Upward Bound that summer. I didn't understand in the beginning that I didn't have to be better than anyone because I was equal and I was unique. Upward Bound helped me to realize and accept the concept of being equal and unique.

Another reason I joined Upward Bound was social. I was always an outcast in school, and I had a desire to be popular. Like many other kids at my school, I wanted to know what it felt like to be able to walk up to the "in" crowd and be a part of their world. That plan also backfired, because although we saw cliques in Upward Bound, there was no one more important than any other. We were a family, each one of us crucial, each one of us unique. Upward Bound taught me that it is the so called "popular" group that consists of outcasts because they are, in many cases, so obsessed with being the star attraction that they don't have time to really get to know people and make friends.

One other very important reason that I joined Upward Bound was to run away from my problems. When I joined Upward Bound, there were many problems in my family. I saw a six week opportunity to run away. It didn't work. I learned that my

problems could run just as fast as I could and catch up with me.

I grew up in a very confusing situation. My father was a practicing alcoholic until I was about twelve years old; my mother was an excessive user of prescription drugs, and I was constantly moving and changing schools. I went through the death of my grandmother, to whom I was very close and then five years later I went through the death of my grandfather.

I saw my sister get pregnant her senior year of high school and use it for an excuse to drop out of school. I also went through the divorce of my parents, and the hassle of moving back and forth between the two. In spite of all of this I have had new and exciting experiences because of my involvement with Upward Bound.

I went to a pow-wow for the first time. I had never even really known what a pow-wow was and it is a celebration my people have had for many years. I have seen Calgary, Yellowstone Park, Seattle, Washington which is my birth place and many other places close to my home I probably would have never gotten to see if I wasn't in Upward Bound.

I met a lot of other kids from many cultures, and I tried foods I had never tried before. One example is broccoli. One last thing I would like to share that I was able to do with Upward Bound that would be an impossibility if Upward Bound didn't exist is being able to come to the National Student Leadership Congress, meet people from all over the country, and sit here telling you the experiences I have had with Upward Bound.

The staff at Upward Bound were there for me 365 days a year, not just for six weeks. They helped me through the divorce of my parents. They made me realize that today divorce is very common and it is a part of life we must accept. I used to always feel like I had to tackle my problems alone to be strong, and Upward Bound taught me that, just because I may have needed help with problems at times, I wasn't a weak person.

When I had lost a friend and when I thought I was in love with someone who hurt me, it was Upward Bound that stood by me and soothed my pain. When my grandfather died during the summer of 1988, my Upward Bound family was there to help me through it all.

I went through a very long period where I was not motivated to excel in school. I would be satisfied with any grade above an F. I never did my homework, I slept in school when I went, and if I was awake, I would not pay attention. I would stay home as much as possible.

I was warned many times that I could get kicked out of school if I missed any more days, and I had teachers who didn't want to deal with me because they saw I was wasting my mind and education. I just didn't care, but even then there were three people on the staff of Upward Bound who didn't give up on me.

Dennis Mollander, who was my Upward Bound tutor/counselor during the academic year, kept trying to find something to interest me each time we met. He was always congratulating me when I got good grades and always trying to motivate me when I received bad grades.

Leslie Moore, the Upward Bound Assistant Director, would write to me to help me realize there were many people who believed in me outside of my family. And finally Jon Stannard, the director of the program, always had faith in me, even when I had lost faith in myself. He was constantly offering me support and comfort when I needed it.

It is because of Upward Bound that I am going to be a freshman in college. I flunked one of my required classes. That and spending 25% of your time in study halls as I did can often guarantee that you won't graduate with your class. The outcome for me was exactly opposite. I graduated this year a semester early, with a college prep diploma, and my GPA for my senior year was 3.67. I would probably still be in school if I hadn't been with Upward Bound.

I will be attending the University of Montana starting this fall, and I will be majoring in Elementary Education. I strongly believe that I need to leave Great Falls so that I may find out who I really am inside, then I will be able to help other kids who grew up in tough situations succeed, just like Upward Bound helped me.

It is because of Upward Bound that I want to teach the children the other teachers give up on. Upward Bound didn't give up on me, even through the rough times, and I won't give up on other kids either.

Chairman Williams, members of the Subcommittee, I ask you to recognize how important Upward Bound and Talent Search programs are. They give young people a chance to grow and become

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important and prominent people in society, much like yourselves. Upward Bound cares about us--who we are, what we feel, what we are doing now, and what we want to do in life. These programs help us over hurtles and send us up the ladders of success. I hope that my children will also experience the love, friendship, and growth that I have been able to experience over the past five years in Upward Bound.

Thank you.

Mr. WILLIAMS. The next witness is Karen Yvette Samuels from Memphis, Tennessee. Karen, we're pleased you're with us. Please proceed.

Ms. SAMUELS. Chairman Williams and other distinguished members of the subcommittee, I would first like to say good morning and thank you for giving me this opportunity to speak before you.

My name is Karen Samuels and I come before you with one question: How can America battle second rate education, functional illiteracy, delinquency, dependency, despondency, and despair?

I will give you one answer: Investment in opportunity. TRIO programs such as Talent Search provide a medium of opportunity in which America can invest.

My Talent Search program in Memphis has assisted thousands of needy, inner city high school students, and it's sponsored by Girls, Incorporated of Memphis, which is a United Way, youth-serving agency.

Girls, Incorporated works with Talent Search to involve students in career development and assists with financial aid investigation. As a result, approximately 600 Memphis students attend colleges across the country, with more than $1.3 million in financial aid.

Aside from the formalities with the statistics, I would also like to give you a personal look at Talent Search by sharing with you my own experience.

I entered Talent Search during my junior year in high school and participated in the career workshops, which they provided, and explored career choices, and received information on colleges and their admission policies, and discovered the means of financing my college education through student aid.

From there I proceeded to my fall semester of my senior year and took the necessary college entrance exams, gathered information on colleges, attended the city-wide College-a-Rama, which was sponsored by College-a-Rama, and applied to six colleges. From there my Talent Search counselor helped me file the necessary forms to ensure my financial aid during college.

From there I began phase two of what all seniors practice during their senior year: I began to lurk behind the mailbox and began to sit, watch, and wait—watch, sit, wait and worry. Sit, watch, wait and worry, and look for those skinny or those fat envelopes that we all wait for.

But contrary to belief, I did not spend my whole senior year behind the mailbox. I continued school with a heavy schedule of courses, extracurricular activities, and still continued on trying to finalize my college plan. But during all this, a lot of things changed. My mother got debilitatingly ill. When I sat back and thought about it and counted up the number of days she spent in the hospital and the number of visits she had, from 1989 up to the present time, she spent eight visits in and out of the hospital, all lasting anywhere from one week to 2½ weeks. In early March, my father lost his job.

Realizing this quickly, I contacted the financial aid officers in my colleges to let them know what had happened so that my financial aid could be adjusted. But they told me I needed to re-file my FAS. Knowing that this took six to eight weeks to possibly get this information back, I ran to my parents to let them know. When we all

sat down we realized we didn't have a clue on where to start. So from there we went on to my guidance counselor, who then told me that she didn't have a clue either. But she did know enough to refer me to Talent Search. So I took my FAS to my counselor from Talent Search, and she calmed us all down and helped us fill out things so that we could get them off quickly.

As a result, I have now decided to attend Trinity College in Hartford, Connecticut, where I will be majoring in biology so I can pursue a medical career and reconstructive surgery.

But before I go I would like to share a couple of things which makes testimony great. There's no elitism involved in Talent Search. You don't necessarily have to be the valedictorian and have a 4.0 grade point average, or 35's on your ACT, or 1500's on your SAT. Talent Search offers students an accessible route to college by helping them look for the best qualities or their strong suits.

Talent Search is not about percentages, numbers, and statistics. It's about the illuminating youth that will brighten America's future.

I represent only one case in which TRIO has made a difference. In conclusion, I urge the wise members of this panel to invest in opportunity.

Thank you.

[The prepared statement of Karen Yvette Samuels follows:]

TESTIMONY OF KAREN SAMUELS
TALENT SEARCH STUDENT
GIRLS INCORPORATED OF MEMPHIS

Mr. Williams and other distinguished members of the Subcommittee, my name is Karen Samuels and I come before you with one question. How can America battle second-rate education, functional illiteracy, delinquency, dependency, and despair? I'll give you one answer: investment in opportunity. TRIO programs such as Talent Search provide a medium of opportunity in which American can invest.

My Talent Search project in Memphis has assisted thousands of needy, inner-city high school students. My program is sponsored by Girls Incorporated of Memphis which is a United Way, youth serving agency. Girls Incorporated works with Talent Search to involve students in career development programs, to assist them secure financial aid, and to help them complete their postsecondary education. As a result, approximately 600 Memphis students attend colleges across the country each year. In total, they receive over $1.3 million in financial aid.

I would like to give you a closer look at my Talent Search program by sharing my personal experiences with you. I entered Talent Search during my junior year in high school. I participated in the career workshops, in which I was given the opportunity to explore career choices, receive information on colleges and their admissions policies, and discover a means of financing my college education through student aid.

During the Fall semester of my senior year, I took the necessary college entrance exams, gathered information on

colleges, attended our city-wide College-A-Rama, and applied to six colleges. From there my Talent Search Counselor began to help me file the necessary forms to ensure my financial security for college.

While I was balancing a heavy school schedule, extra-curricular activities, and finalizing my plans for college, my mother became debilitatingly ill and my father lost his job. These two events created a marked change in my family's income and our home life and made Talent Search support and counseling essential for me. I have decided to go to Trinity College and major in biology in my path to medical school and reconstructive surgery. I represent only one case in which TRIO has made a difference. I would hope that that opportunity could be extended to many others.

Many of the delegates who are attending the Talent Search/Upward Bound Student Leadership Congress have written short statements regarding how these programs have effected their lives. If it would be possible, Mr. Williams, I would ask that their testimony also be included in the record.

Thank you for the opportunity to address the Subcommittee today.

Mr. WILLIAMS. The final witness is Mike Rodriguez from San Luis Obispo, California. Mike, please proceed.

Mr. RODRIGUEZ. Chairman Williams and members of the subcommittee:

My name is Mike Rodriguez and I am from Guadalupe, California. Let me tell you my story.

Where I live there are many fields, and the people that work there are Mexicans. My parents, unfortunately, work also in the fields. When they arrive home after working for 10 hours in the cold mornings and hot afternoons, they are very tired—they are drained both physically, emotionally and spiritually. I have seen many young men and women destroyed by the fields. It is not an easy life for them. It's not a situation that many people would like to be in.

In Guadalupe there are many people my age usually drop out of high school and their only choice is to go to the fields. My brother was one of those people—he dropped out of high school in the ninth grade. And even those that do graduate from high school end up in the fields because they don't really have a sense of direction. They don't really know where they're going or what they're going to do, so the only choice they have is to the fields.

Except for my teachers, the only other contact I've had with the college students and college life has been through Upward Bound. This has helped me a lot in dealing with my problems and I now have a new perspective on life. I can look at a problem and analyze it with some better perspective.

I became involved in Upward Bound in the ninth grade, and in some way so did my family. My brother who dropped out of high school is now working towards his GED, and my other brother is working on going into a community college. This, I think, has been not as a result of just their commitment to going but also is seeing me joining Upward Bound and seeing the positive results Upward Bound has offered me. My whole family has become aware of the importance of education.

A lot of things in my life have changed since joining Upward Bound. I have conversations with college students—we speak of political things, things that are happening around the world. This is different from just talking to your schoolmates, friends at school, friends that you have grown up with.

Upward Bound has helped me out with my classes by having the summer program. Last year I took English, I took two math classes—geometry and 2 trig. And without Upward Bound, I don't think I would have been able to do this geometry. The summer before my sophomore year I took geometry so I was able to advance and be ahead of my peers. This helped me out so I can take my two classes.

Also because of Upward Bound, I became involved in my city government. And I also was motivated very much by Upward Bound and my student governments so we can make better decisions. I think now as a leader I believe education is something that's very important.

Upward Bound introduced me to the Chicano-Latino Youth Leadership Conference, which I will be attending in August. This was through an application my Upward Bound director gave me.

I'd like to be a pediatrician, and not just for the money, the prestige, you know, for the cars, good houses, and the pay.

I'd like to set up my own practice in a town similar to Guadalupe—a town where there's poor people—acquainted with fields. I'd like to be a role model for my community and show them that education is the choice—and that the fields should not be a choice for anyone.

I believe that if an investment goes beyond the expected profit, then that investment is surely a great investment. This, I hope, will help you realize the importance of a program such as Upward Bound and the Talent Search program.

Many of my friends also have very interesting stories to tell, Mr. Chairman. I'd like to request that you accept their written submissions along with my own.

I'd like to thank the subcommittee and Chairman Williams for having us here today and sharing our stories with you. Thank you.

[The prepared statement of Mike Rodriguez follows:]

TESTIMONY OF MIKE RODRIGUEZ
UPWARD BOUND STUDENT
CALIFORNIA POLYTECHNIC STATE UNIVERSITY

Mr. Chairman, Members of the Subcommittee. My name is Mike Rodriguez and I am from Guadalupe, California. Let me tell you my story.

Where I live there are many fields. And the people that work there are Mexicans. My parents work in the fields. When they arrive home after working for ten hours in the cold mornings and hot afternoons, they are very tired--they are drained physically and spiritually. I have seen many young men and women destroyed by the fields. It is not an easy life.

Many people my age drop out of school to go to work in the fields. My brother dropped out in the ninth grade. Even those that graduate from high school end up back in the fields. Except for my teachers, before Upward bound, I didn't know anyone who went to college.

I became involved in Upward Bound in ninth grade, and in a way, so did my family. My brother who dropped out of high school is now working on his G.E.D. and my other brother is heading off to the community college. My whole family has become aware of the need for advancement.

Even my social life has changed. I have college friends who I talk with about things that happen in the world. And because of these conversations, I am more aware of the things I have in common with them. These conversations are different than those I have with the friends I grew up with for now I am able to

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approach things from a different perspective. This for me is a big change.

On the other hand, Upward Bound has also allowed me to breeze through my Geometry class and at the same time take Advanced Algebra/Trigonometry. This was the result of the Upward Bound summer session and of the Geometry class I took there.

Also because of Upward Bound, I have become involved in student government which has motivated me more and brought out my leadership skills. I believe that if it wasn't for Upward Bound, I wouldn't know that I had these skills. Upward Bound introduced me to the Chicano-Latino Youth Leadership Conference I will be attending in August. This application was given to me by my Upward Bound Director. All of these changes that have come about in my life are a result of the investment Upward Bound made.

I want to be a pediatrician, and I'd like to go to Stanford. I'd like to set up my own practice in a small town like Guadalupe where I can be a role model for my community, so others can realize that an education is very important.

If an investment goes beyond the expected profit, then that investment is surely a great investment. This I hope will help you realize the importance of a program like Upward Bound.

Mr. WILLIAMS. Thank you.

Mr. Coleman?

Mr. COLEMAN. Thank you, Mr. Chairman.

I want to commend each one of the young people at the desk, but not just them, all of the people who are in this room today who probably have equally stirring and interesting stories to tell. We had time for only three. You represent all of your colleagues that sit behind you, and I'm quite taken with your testimony.

Theresa, you said one of the things you experienced, but you didn't comment on whether or not you like it or not, was that you ate broccoli for the first time.

George Bush is a big commenter on broccoli. He doesn't like it. Where do you stand on this crucial issue?

Ms. MICHELETTI. I like it.

Mr. COLEMAN. All right.

You started at a very young age, 13, and I was wondering, who contacted you first about the Upward Bound program? Can you remember?

Ms. MICHELETTI. I believe I was referred to Upward Bound by the Native American tutor counselor. And then I got a letter in the mail from the Upward Bound director asking me to attend the meeting, that it would explain it further.

Mr. COLEMAN. You accepted that, and you were in the program for a number of years. You had a desire and a hope that you would be the best that you could be, which is, I guess, what we want all of our children to desire. One of the motivating factors was—and I think this is a great motivating factor and you were so honest to explain it to us—wanting to be popular. I think this is a very significant thing in young people's minds, that if we can be popular, we're halfway there.

I have three daughters, and they're all teen-agers, and I've gone through this and understand it, and remember, believe it or not, as far back as when I was that age. The so-called "in crowd" in my high school 30 years ago—it's interesting that at the 10th and 20th class reunions, the "in crowd" becomes less and less important in your life. And as we look forward to the 30th, I wonder if any of the "in crowd" can even be located at this point.

I think it's important to be popular if you can. You're looking at people whose life is built upon popularity—we quest it, we thirst it, but we also hope that we can put it into perspective; and I think that all of you have done that.

Let me ask Karen, you started your junior year and I believe it was a counselor that approached you about getting into the Talent Search program; is that correct?

Ms. SAMUELS. Yes, they approached the English classes and from there they started working with the junior classes as a whole. And basically the counselors gave us information on financial aid, about choosing our majors, to really just think it through instead of why I think I'll major in, you know, underwater basket weaving because—you know, just because my friend does it. She taught us, or tried to get us to think it through, and I think that's the most important part, that high school is over, basically, after your junior year. Your senior year is primarily dealing with college and getting

in, and that we had to see past graduation and see on into the years of our lives.

Mr. COLEMAN. Can you put your finger on what motivated you, because I believe by definition you are first generation to go to college; is that correct? I think, as an eligibility. I don't know—your parents didn't go to college.

Ms. SAMUELS. They both attended college, they didn't graduate.

Mr. COLEMAN. Okay.

Was there a parental support system there that motivated you?

Ms. SAMUELS. There is a parental demand.

Mr. COLEMAN. Demand.

[Laughter.]

Mr. COLEMAN. Mike, how about you? Your folks work in the fields. Tell me what it is—if we could capture what it is that made Mike Rodriguez want to go forward and commit himself to a strong academic life. What made him want to make something out of himself, then return to his community, be a leader and provide support through medical services.

What is it that you think has motivated you? And what happened to some of your friends that weren't equally motivated?

Mr. RODRIGUEZ. The first thing that motivated me was seeing my parents working the fields. A lot of people, when they work in the fields—you see beautiful women work in the fields and like two years later, their face is all—they're different; their hands are all split, they have blisters and stuff.

I think it's just seeing the people work in the fields; they work so hard and they don't really have any plan or destination. They are just working and working, and they never arrive at a point where they want to stop.

I think when my brother dropped out of high school kind of gave me an extra—pushed me into becoming more serious about education. I've always been serious. Upward Bound, in a sense, then helped me academically because I had already been a pretty good academic student, and motivated me even more; and it helped me out more with my social life, with my family—actually helped out my family, too.

I think, like I've said, if a program is set up just for one thing to get the student to college and keep him there and make them graduate, and then it helps out with the family or something. I think that's a good investment. I think it's actually a great investment.

Mr. COLEMAN. Do any of you have pressures on you—and perhaps you've been able to fulfill them—of working to obtain income to help support the family, supplement income to the family? Is that a factor with any of you?

Mr. RODRIGUEZ. Not for me, no.

Mr. COLEMAN. Thank you, Mr. Chairman.

After listening to these young folks, you get a feeling things are maybe in better shape than I thought they were.

Mr. WILLIAMS. Thank you.

Mr. Poshard?

Mr. POSHARD. Thank you, Mr. Chairman.

I'd just ask each one of you to respond. What have you found to be the most difficult part of the program? Are there any things

about the program that you did not like or you found difficulty in handling?

I'm not asking you to criticize. Can you evaluate critically your experience with the program and tell us what you think we ought to be doing better other than just the fact that we need more money to get more students involved?

What are some of the things, in your judgment, that might improve the program? Can you think of anything? Any things you had difficulty with?

Ms. SAMUELS. There was one problem that I cited, that with Talent Search and programs like Upward Bound, they are supposed to be students in the high school years. I think the students would have a better chance and a lot longer to develop their skills or to find out about career opportunities if maybe they started with the kids in junior high. But we need funds for that, so I guess that does need funding.

Mr. POSHARD. But we do need to move it down, to some of the lower grades to get started earlier.

Mike, you or Theresa, any comment on that?

Ms. MICHELETTI. This is kind of a social-type thing. Sometimes they tend to—I don't know how it happens, but sometimes kids in my program get accepted. There's one case the kid was very wealthy and he was basically there just for everybody to look at him; and he caused a lot of problems with people, thinking he was better.

I think that a lot of times friends tend to get friends in the program and it causes cliques. And certain times you don't really get a chance to get the ill effect of a family from everybody because they tend to not want to be with you because maybe they've heard something, a bad experience you've had with somebody else. So I think they need to get more of a variety of students.

My first year of Upward Bound, we served like six towns—three of them were really small. And now since my second year of Upward Bound, we've only served three towns. So you know a lot of people before you go up there.

Mr. POSHARD. To make sure the screening process involves a more diversity of background, experience, and that sort of thing among the students, that might be helpful?

Ms. MICHELETTI. Yes.

Mr. POSHARD. Okay.

Mr. RODRIGUEZ. To comment on that, I really haven't had any negative experiences with Upward Bound. There may be some small ones but I can't really remember.

I'd like to say that my Upward Bound in San Luis Obispo, for the summer program we have 40 students; and during the academic year we have I think from 65 to 75 students in Upward Bound that get to go to the Saturday sessions. But for tutoring sessions we just have anyone that would like to go for help with their homework or whatever—they could go. So I think that's a very positive thing about Upward Bound.

Mr. POSHARD. Comparatively speaking, sometimes there's a perception among the public today—I don't know how real it is—that the schools have a great many discipline problems which prevent

students who want to be serious about their academic studies from actually engaging in those studies.

Comparatively speaking, did you find the Upward Bound program a more no-nonsense approach to academics as compared to maybe the public schools in which you attended?

Ms. MICHELETTI. In my Upward Bound program they are very serious about education. They invite us to have fun but the main issue is education. And if you are not there to be serious about it, you don't last long. They weed out the kids that are not there to be serious.

I think that as far as discipline goes, it's a lot better than what the school systems have. Because in a regular high school scene, if you're popular, you can basically get away with anything you want. But popularity isn't going to get you anywhere in Upward Bound if you're not serious.

Mr. POSHARD. Thank you very much.

Thank you, Mr. Chairman.

Mr. WILLIAMS. Thank you, Mr. Poshard.

Two of our three panelists had their parents, neither of whom attended college. I'm going to ask for a show of hands. I would like to get a sense, inasmuch as we have in our audience young people from around the country, every State or almost every State, I'd just like to take this opportunity to ask for a show of hands.

Will those of you who have parents who did not attend college please raise your hands.

[Show of hands.]

Mr. WILLIAMS. Thank you.

The record should show that—well, let's get it accurate.

Will those of you who have one or more of your parents who did attend college raise your hands.

[Show of hands.]

Mr. WILLIAMS. Probably the record would show that two-thirds or more raised their hands to the first question and one-third or less to the second question.

Let me also ask you something else, and I recognize that this is a difficult question, but Ms. Micheletti dealt with it in her testimony so I'd like to see a show of hands on it.

Let me read to you to remind you what she said and then I'll ask you a question.

"One other very important reason that I joined Upward Bound was to run away from my problems. When I joined Upward Bound there were many problems in my family. I saw a six-week opportunity to run away."

That's pretty honest.

Let me ask, even a little bit, how many of you see this program you're in as an opportunity to take a breather, get away, or maybe even run away from your problems?

Let's see the hands.

[Show of hands.]

Mr. WILLIAMS. Now let me read the rest of that statement.

"It didn't work. I learned that my problems could run just as fast as I could and they would catch up with me."

Whatever reason you've decided to join in the Upward Bound experience is probably a good enough reason. But I really think that

Theresa has told the truth here, and that is problems can run at least as fast as you can. And the way you get away from them is you turn to face them, you recognize them, and you just say, but I'm going to keep on walking. I'm going to keep on walking. And problem, if you have as much stamina as I have, you can stay with me. And you will find that your problems have no stamina, at least not nearly as much as your spirit has—and you can walk away from them.

But if your problems ever see you in full flight, running headlong without a goal, they will catch you.

Let me observe one other thing, and a couple of our witnesses mentioned this. Sometimes we think that we are very, very different in a negative way. All people are different, one from the other, but sometimes all of us—and I include everyone up here—we think that we're different in a negative sort of way.

Don't believe that for a minute. Your differences can all be made to be positive, and that's differences that may have come to you down from your family, that's differences in the color of your skin, that's differences in your grade point average—all of those things can be made to be positive.

The real hard fact is that as I look out at all of you here today, I see the variety and mixture that is America, in size, in color, in origin, in income levels—you are what America is; you are what America's college students are or ought to be.

The colleges of America don't have enough mix of people of different colors and different income levels. But we're moving slowly, every year, hopefully, closer and closer to a time when our college campuses are going to reflect the variety and mix of the American young people.

That's the great strength of this country, not it's weakness. So your differences reflect the variety that makes America strong. But don't hide those differences. Put them out for everybody to see because they're not your weakness, they're your and this Nation's strength.

Now, one final point. The Congress of the United States, former President Reagan and current President Bush—and I want to say again, and the Congress of the United States, President Reagan and President Bush are Republicans and the Congress of the United States is run in the Majority by Democrats.

All of us together have failed terribly in the past 10 years to properly fund these programs. Now let me give you the proof of it. The year that Ronald Reagan took office, there were 202,033 young Americans in Talent Search—202,000. Last year, there were 199,000. Three thousand less. There are more young people now than there were back then, and there are more young people eligible for Talent Search than there were then, but fewer of them can get in.

Are we spending more money on Talent Search? Yes. But is the money keeping up with the demand and keeping up with inflation? No.

So America is falling behind in properly serving young people through Talent Search.

The first year Ronald Reagan took office there were, in Upward Bound, 37,210 young Americans. Last year, there were 34,390—37,000 a decade ago; 34,000 now.

Have we put more money into Upward Bound? Yes.

Have we put enough money in it to keep up with the demand, the increasing demand of young people and the cost of inflation? No.

So you see, that's the point. Does America and the Congress of the United States have to spend ever more money on these problems? Well, when they're problems such as Talent Search and Upward Bound are trying to cure, the answer is, yes, we do. Yes, because there's a growing population of people, that with a little help, can go on to college, pull themselves up and find success.

And if America is going to keep up with the demand and properly invest in tomorrow, then it has to spend ever more dollars on the problem. And, frankly, this President, the last President, and the last five Congresses has not properly kept up. And, in fact, former President Reagan would have wiped this program out entirely. That would have been a tragic mistake.

It's to the Congress' credit and the Members on both sides, Republican and Democrat of this committee, that we didn't allow that to happen.

Do any other members of the committee have any questions? Mr. Coleman?

Mr. COLEMAN. No.

Mr. WILLIAMS. We're delighted again to be able to recognize this anniversary of these two critical programs and we're particularly pleased with the members of this panel and the previous panel.

Thank you very much.

This hearing is adjourned.

[Whereupon, at 11:05 a.m., the subcommittee was adjourned.]

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TESTIMONIALS PREPARED BY DELEGATES TO THE TALENT SEARCH, UPWARD BOUND STUDENT LEADERSHIP CONGRESS JUNE 20, 1990

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June 12, 1990
Howard University
Upward Bound

Melissa Pierre

Upward Bound is a special program for special people. The students in Upward Bound work hard to achieve a personal goal. Even if they are forced by parents, they still acquire much education, understanding, friendship and the ability to work at their maximum potential. Upward Bound students strive for 100% to get ahead, because they have goals to reach. They know you have to work hard to achieve anything in this world. Colleges, teachers, and employers don't give you something for nothing, so they work hard for what they want.

An advantage of participating in Upward Bound is the recognition of what you do. Many people only talk about the negative aspects that happen in public schools. Upward Bound focuses on the positive. They make you proud of what you have accomplished and motivate you to go on. Upward Bound gives you the opportunity to show the talent or skill you have. They teach you how to use it to your benefit in everyday life.

I can truly say that the opportunity I have been given can stand up to all the statements mentioned above. Upward Bound has given me the chance to bloom. I can remember my first year, leaving from a Catholic elementary school, which offered me nothing. I came to Howard. At Howard, I was given a chance to participate in many different activities. I found that I had skills I always wanted. I always considered myself to be a follower. There was no problem with this, but if I had to be a leader which I didn't want to, I would just try my best. At Upward Bound, my hidden leadership shined through. I didn't even know I was demonstrating this until I received compliments. I hope that participating in this program that I will learn how to be a better leader and that I won't disappoint myself or the administrators of this program.

University of Miami
Upward Bound

Montrell Finn
1173 NW 101 St.
Miami, FL 33150

It was the summer of 1988 when I entered the Upward Bound program as a bashful young girl who withered at the very thought of mathematics. However, my experience at Upward Bound changed my outlook on math and helped me to find other means of expressing myself. During that summer, I went through a complete metamorphosis, both physically and psychologically. The biggest reward was living on campus, getting a sense of college life.

Academically, Upward Bound has enhanced by knowledge and understanding of mathematics. I was a poor math student before Upward Bound. My instructor that summer made me realize that I disliked math because I didn't study hard enough and didn't exert enough effort. She taught me to enjoy math, and with a lesson in analytical thinking, I have successfully completed trigonometry and calculus. I now have a greater appreciation of mathematics and have developed enough confidence to try higher levels of math.

Friendliness hasn't always been part of my character. I have always been shy and impersonal. Upward Bound counselors helped me make the adjustment and made me feel accepted. It was then that I discovered a new mode to express myself ... theatrics. As a debater at school, I saw theater as a way to broaden my horizons by playing roles at different characters. Recognizing my potential and enthusiasm, my teacher assigned the longest monologue of the play to me. I eagerly accepted and performed it well as the audience commended me.

My experience at Upward Bound proved very beneficial in preparing me for post-secondary education. In the fall, I will be attending Emory University and had it not been for Upward Bound, I might not have applied. They provided me with assistance in taking the necessary tests and completing the applications. I would strongly recommend Upward Bound for any disadvantaged and unencouraged student. It has made a tremendous impact on my life and can be just as rewarding to any youth who is willing to explore a world outside the realm of his domain.

Ronnie Hendrix
13 Traverse Square
Middletown, CT 06457

Wesleyan Upward Bound has had a tremendous impact on my life since the first time I entered the program. Upward Bound has made an impact on me through its programs, support and proper guidance.

Upward Bound made its first profound effect on me through its Great Hollow Wilderness program. By Upward Bound sending me to the Wilderness for two weeks, I was able to strengthen two very essential qualities; my self-determination and my will-power to succeed and survive. The Wilderness program helped me strengthen these qualities through such activities as rock climbing, canoeing, extensive hiking, and two days of seclusion; activities in which I had no experience. Everyday the program matched me up against activities that tested my self-determination and will-power to succeed and survive, and each day I met each exercise head-on, winning convincingly. As a result of these victories accomplished in the program, I now am a person who possesses a tremendous amount of self-determination and will-power to succeed in overcoming any obstacles that challenge me. For the acquisition of these two important qualities, I greatly owe Upward Bound for sending me to the Great Hollow Wilderness program.

Furthermore, Upward Bound has also provided me with an abundance of proper guidance - the guidance that so many minority students need in their lives. It has shown me that disadvantaged students are able to succeed and overcome environmental factors through a good education. It has guided me by telling me there is a way out eventhough the cards seem stacked against us, by having successful former members speak to Upward Bound members. It has also directed me in making goals for the future, so I can have something to strive for everyday. It guides me by taking me step by step, showing me how to make realistic goals that are achievable. In addition, Upward Bound has helped me form career plans through career counseling classes, career nights and career determining tests. Upward Bound is the chief reason for me to possibly pursue a career in Business Administration. It is one of the cardinal architects that has helped shape and mold my career plans. It has and still is providing me with the support with which to fulfill these plans. Upward Bound has drastically increased the chances of my plans for the future becoming a reality through its programs, support and guidance. Upward Bound has transformed my pilgrimage to reaching the stars from a nightmare to a dream that I can practically grasp.

Erica Lashon Quinn
20 East Oak Street
Natchez, MS 39120
Alcorn State University

My Greatest Moments Of Upward Bound

As a member of Alcorn State Upward Bound Program, I would like to congratulate its faculty and staff for a job well done.

It is organizations such as Upward Bound that continue to provide educational opportunities for underachieving students, like myself, allowing a smoother transition into post secondary education. It has provided new channels and opened educational doors for me to develop my talents and toward my highest potentials. This is truely a genuine service to me and my community.

I became a part of Upward Bound two years ago. My experiences in Upward Bound have been great and most memorable. Upon my arrival at Upward Bound, I was very shy and also very confused about my future endeavors.

At Upward Bound, I experienced the agony of being away from home for the first time. At first, I thought I would never survive without Mom. Then I remembered, if I only put forth an effort to meet new friends I would not be so lonely, and someone else would like me and want to be in my company. I did and as a result, I have friends all over the State of Mississippi and am no longer afraid to talk to anyone or leave home for a length of time.

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Through Upward Bound, I was able to grow both mentally and socially. The instructors were dedicated and worked hard with me to become more relaxed, confident, dedicated, and concerned about my future and my education. They showed me that all can be accomplished and obtained with just an incentive.

Today, I am prepared for any challenge that comes my way. I am no longer confused about my future occupation and I no longer consider myself an underachiever but an achiever. In school, I have a 4.30 grade point average, ranked number 4 out of a class of 391 and have decided to attend college to become an Obstetrician and Gynecologist (OB/GYN). I feel this way I am able to give back to my community a little of the love and dedication I have received from Alcorn State University Upward Bound Program.

My Upward Bound Experience

by

Isaiah Servance

Isaiah Servance
729 Stevens Avenue
Lancaster, PA 17602

The Upward Bound program,at Millersville University, is one in which I am proud to be representing because the counselors and staff worked well with the students in this program which was designed to help high school students better prepare themselves for college. It is designed in a fashion which calls for the formation of two sessions per month during the fall and spring semesters. In these sessions, we covered a wide range of topics with our counselors and director Doris Cross.

Preparing for SAT's, college applications and choosing careers are a few of our many topics. The counselors also educate students on situations concerning world events of all kinds. We are also educated on the importance of environmental conditions. In addition to the meetings that are held, we participated in visits to various colleges, plays and live stage performances. These activites are few when compared to those in the summer sessions.

During the summer sessions, the Upward Bound students lived on campus as if they were actual college students. The summer program students have access to all university facilities. The college environment was comfortable and the classes were interesting.

The academic portion is very intense. Students took classes such as communications, biology,ecology, chemistry, basic math algebra, and geometry(placement exams were taken to determine where students should be). However, the summer session isn't totally work because the students will participate in athletic events, picnics, movies, and socializing.

Upward Bound has been a dream-come-true for me. It contains a generous amount of benefits to all students. This program is one that every high school student could benefit from. Since my freshman year, it has contributed to the formation of my goals in life, it has given me more confidence, and it has been helpful in preparing me to better my academic skills.

(2)

The program is one in which I am very proud of because I had to find something that would keep my mind working throughout the summer. Because of Upward Bound, goal-setting and accomplishment is not a problem anymore.

My ability to plan goals and suceed in achieving them has been successful because of God's help and determination. I learned of the importance of short-term and long-term goals. Setting goals is important because it gives a person something to strive for. I use those goal-setting techniques in my school work and various activites in which I participated because I realize the importance of goal-setting through the program. Accomplishing a goal can build a great deal of self-confidence.

I felt confident and fulfilled when I achieve a goal. I learned the proper way to study so academic goals could be met. For instance, the program has taught me to pace myself in my classes. One class, Twentieth Century Novel, recquired the reading of twelve novels in one semester and approximately two papers for each written. I received a high B because I paced myself in my reading. I gained confidence by doing well in this class because it was challenging and I used the skills that I have learned.

This program has shown me the proper way to study by expressing the importance of and education. Seriousness towards an education is very important because we are the future and someone has to run the country.

My participation in the Upward Bound program has been a very fulfilling one. I have met friends who hace become like family, I learned to reach my goals, I gained self-confidence and I know how to utilize my knowledge so that I can work successfully. All of the students who are here are living proof of how Upward Bound can mold and shape the minds of our youth. Education is important because it leads to a happier life. Knowledge is the key to locked doors! Now it is time for us to go out into the world and rule it wisely. We are the future and what a future it is going to be!

Upward Bound

When I started high school, I entered with a lot of fear. I didn't know what to expect, and there were a lot of questions I had but no answers. It was like I was starting school all over again, but this time it is more important because the next four years would help to determine my future life and what would become of it.

Fortunately for myself, I was accepted into the Adams State Upward Bound Program. I am now starting my third year and so far it has been a tremendous help. It has helped me improve academically, personally, and it has helped me with my future.

Everyone has their weakness in certain areas and mine happens to be in writing. I hated to write and I would refuse to do it until I was in Upward Bound. The program helped me get comfortable with writing. It showed me how to write well. By that I mean it showed me the proper structure of a composition. Upward Bound made writing interesting, and now I like it better.

Another academic field in which the program has helped me is in mathematics. I've always liked math, but being in Upward Bound has helped to raise my level in math. It is challenging and that is what I like because I learn more.
When it comes to my personal gain from the program, Upward Bound has had an enormous impact. It has helped to give me confidence in what I do. It has lifted my self esteem. It has helped me to open up and put my fears aside to give things a chance. Bets of all, it has helped me to become proud of who I am.

As for the future, which is also somewhat personal, Upward Bound has helped me to realize just how important college really is. The program has helped me to prepare for some of the challenges ahead. It has helped by pointing out scholarships, financial aid, or any other way that provides help to pay for college.

Basically Upward Bound is setting me on the "right tracks" of life. I am very grateful to the program because without it, I would still be confused and with no answers. The program is great and I would advise anybody to enter it. It is well worth the time.

BY: Tessa Velasquez

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Subcommittee on Postsecondary Education
June 19, 1990

Chandra McCulley
853 Whitford Place
Memphis, Tennessee 38106

Talent Search is an excellent nationwide program designed to encourage and help students further their education. It has been a very rewarding experience, and I am glad to be a member of this program.

First of all, before I came under the collegiate direction of Talent Search, I did not know which college was for me and if I would be able to pay for it. In my junior year of high school, I became a Talent Search Student. A Talent Search Counselor encouraged me to apply for admission to several colleges I would like to attend. The counselor explained about ways to pay for college - grants, scholarships, and loans. When I entered my senior year, the Talent Search Counselor helped me narrow my college choices and also helped with my financial aid packet. With Talent Search's guidance, I can go to the college of my choice without any problems. In the Fall of 1990, I will be attending Northwestern University where I plan to major in Engineering with a financial aid package of $20,287. Also, Talent Search has really been an inspiration to me and others. I know for a fact that Educational Talent Search can influence the lives of others who would like to go to college, but think they can't because of financial circumstances. Talent Search is one of the best programs to help students continue their education. Without this program there would a be number of students without a sure future.

Finally, I would personally like to thank the Congressional members who make TRIO possible. HATS OFF TO TALENT SEARCH!!!

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Hecdelyn Rodriguez
28 Maple Street
Meriden, CT 06450
Wesleyan University

When I first heard of Upward Bound in eighth grade I thought, "Wow, here's a chance for me to leave home for two weeks." At first that was the good thing about it but then they started telling us how the two weeks would be like at Great Hollow Wilderness School. Once I heard what it was like I wasn't sure if that was what I wanted. I thought to myself, "Will I be able to handle it?" I did and I'm glad I had the chance to see if I could do it.

This was where the whole experience began at Great Hollow. The two weeks at Great Hollow weren't the best two weeks in my life but I learned a lot. My life was beginning to open up and I began to learn that in order to accomplish your goals you have to try and never give up. At Great Hollow we all had to work together in order to accomplish our goals. We began to work as one. No longer was my life in my own hands but in the hands of the whole group.

In Upward Bound I have learned a lot. I learned to work with people and take their ideas into account as well as mine. Upward Bound has also removed me from the shell of shyness that covered me. I started to meet more people as a member of Upward Bound and I started to open up. Now I am able to go up to someone and introduce myself so we can be able to talk. I finally realized that if I didn't have the courage to talk to people then I wouldn't have enough courage to do anything in life.

Upward Bound takes up most of my summer but it's worth it. Once

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Wesleyan University

school starts I'm basically prepared for the courses I'm taking. I get to know the basic concept of the course before anyone else unless they're in Upward Bound.

I'm glad I was given the opportunity to be in Upward Bound. I have met so many people that have left such a positive effect on me because of Upward Bound and I hope that one day I will be able to leave that positive effect on other people. My dreams are of someday becoming someone important in life and I know that with all the help I receive in Upward Bound I will accomplish it. Now I have the confidence that I could do whatever I set my mind to and that if I don't give up it will work out.

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W. Se. VA.

Upward Bound Experiences

Shirley Shepard
Appalachia, Virginia

A little over a year ago, I came to Upward Bound. At first, I was a little scared because I did not know anyone. Now, I am good friends with almost all of the students who participate in the program. We seem like one big family. We try to help each other in any way that we can. It has really changed my life and the life of others.

Many people, including myself, had problems coming into the program. The counselors, in our small groups, talked our problems over with us and then the whole group talked with us and gave us their opinions. No one seemed to feel embarrassed about talking about anything or opening up to the others. Everything discussed in that group stayed in that group. It really affected me because I had never felt so close to anyone outside of the family before. Everyone seemed concerned about everyone else and would go to the limits to help you if you needed it.

Before attending Upward Bound, I had trouble figuring out what I was going to do about college. In workshop type situations, the staff taught us how to be academically prepared for college, how to choose a college, how to choose a major, and how to get financial aid. This was very important to me and really helped me and many others. If it had not been for the counselors helping us, many of us would not be going to college.

At Upward Bound, everyone has a sense of security and home. It is one of the best things that has ever happenedd to me. Upward Bound seems to show us that "The greatest crime against humanity is apathy". In other words, you can not make it in this world without the help of someone else and someone else can not make it without you.

Almost everyone feels the same way that I do. They feel the closeness and the friendship. There are very few people whom I have talked with who say that they do not like Upward Bound. Almost everyone who can return usually does and some people have returned for three years. In my home in Southwestern Virginia, many people need the type of help Upward Bound provides because they can not get enough help at home and the Upward Bound program really means something important to these people.

Michelle Smith
Box 212
Tokio, N.D.
58379

The Talent Search program has helped me and all of my friends. I have been involved in the program for about 3 or 4 years. When Patrice Giese, our Talent Search Agent, first came to our school I was a little bit frightened and was not quite sure what to think about the whole situation. I knew a lot of my friends felt the same way that I did. None of us really knew what was going on, we knew that we were getting out of class but other than that we didn't know what to do. After a few times talking amd working with Patrice we all became a little more relaxed. After 3 years of Patrice' visiting our scool, we all looked forward to seeing her again, not just to get out of class but so we could talk to her about our plans and dreams for the future. ahe would and has always gone out of her way to do everthing that she could.

When we finally became seniors Patrice came out to the school and told us all the work that we would have to do in our last year. We did have a lot to do. Patrice and Talent Search were always there when we needed them.

My classmates and I didn't expect that we would have to do ao much, Boy were we wrong.

Patrice came out to the school at least once a week and pushed us to do what she knew we had to do. When some of my friends wanted to go visit colleges, she offered to drive them and set up appointments and talk to the people who could help my friends at that certain school.

When it was my turn to ask Patrice for help, she was great. She called everwhere for me and took me to MINOT STAT UNIVERSITY, where I plan to go to college, and set up an appointment for me witha professor that heads the department that I plan to go into. I was very afraid to go and talk to him by myself so Patrice agreed to come and sit with me. She has helped me out so much. The Talent Search program and Patrice are two friends that I have come to depend on. I believe that Talent Search and Upward Bound are the beat things that have happened to me and a lot of my friends. Ihave a lot of friends that attend Upward Bound every year and they love it. These two programs together help everbody. I hope that they will always be there to continue to help kids go in the right direction, and make them have a more positve outlook on the future. At my age, you are always told how hard it is to go out into the real world. These two programs help prepare you for that world, but they also convince you that we can do it if we try and keep trying and working hard. Nothing is imppssible.

MELVIN FULSOM
P.O. BOX 481
WRIGHT CITY, OK 74766

The first time I was introduced to Talent Search was about three years ago when I was a freshman in school. A gentleman from an organization called Talent Search came in and talked about how things went on in the world with students our age, and how we wanted things handed to us on a silver platter instead of challenging ourselves to capture what we wanted in life. I am speaking on this because I myself had a goal to finish high school and go on to college. As my life went on, my family situation forced me to live with my grandparents and that was hard on me. I thought that my goal was shattered.

What I am getting at is that one morning during my senior year at Wright City High School my uncle and I met with Al White, the gentleman who I had met three years ago, to talk about my chances of going on to college. To me it looked like since my parents were still living and working I would not be able to go anywhere. Mr. White changed that all around for me and I am greatful towards him and especially my uncle who really believed in me.

As far as I'm concerned my family situation has really been a good experience because it has shown me that if you have a goal in life go for it and don't let anything in your way. The counselor from Talent Search really helped me to get ready for what's ahead and that is life. He also told me it will be a big part in my future and the things I do from now on.

I can not express enough thanks for the ways that I have gotten help from people all around me because have contributed in more ways than I can measure and that has put joy into my heart.

I also appreciate the counselors at Talent Search because they did so much for me. They gave me the feeling that they were my family sitting beside me talking about important ideas and morals, discussing my role in my community and surroundings.

Talent Search has not only helped me individually but I have also learned alot about my classmates opinions through group discussions. It made me realize how much they had helped the other students also.

To me it is very important to continue the Talent Search Program so more students who are interested in a better life can have help in making those plans.

I'm not certain where the future leads me, but I foresee a time that holds no barriers of minority prejudices and racial tensions. Our parents have witnessed the detriments of misguided attempts to gain the position in society which is rightfully ours. We have learned that political activism rather than violence is the only way to get the job done. I believe that in the future more emphasis will be placed on black education; therefore, our society will produce a majority of responsible black citizens. Although my future career may be uncertain, I am dedicated to the purpose of setting an example to my peers, black or white, of a responsible citizan who actively participates in our government in order to secure the future of our children who will one day live in a world that is colorblind.

Stephanie Marie Black
445 South 300 West
Panguitch, Utah 84759

Growing up in a small town was a very positive experience for me. I graduated in a class of twenty-three. There were only 179 students in my high school, freshmen through seniors. Our numbers are small, but the students were closely associated with eacy other. Anyone could participate in anything that they wanted to. During my senior year, I was actively involved in Upward Bound, Drill Team, volleyball, basketball, track, cross country, FFA, FHA, and Seminary
. I held the leadership positions of Panguitch High Upward Bound President, Student Council Representative, Community Student Representative, Junior Drill Team advisor, and Laurel President.

The students at Panguitch High are winners and goal setters. I have been on four state championship winning teams. Out of twenty-three students that graduated in my class, twelve had been on a state championship team. Sixteen maintained a 7.5 grade point average or above. Most of the students have focused their time and energy toward the things that they can achieve at.

Big towns are different from small towns. We don't have a bowling alley, a skating rink, or even a mall. In fact, we only have one clothes store, one grocery store, five gas stations, six gift shops, and nine hotels. For fun, we ride horses, hunt, fish, hike, explore, or drag main.

My high school years were carefree and fun. College has always been my biggest priority. Instead of working during the summer, I attended Upward Bound at Southern Utah State College. I have attended SUSC for three years and have accumulated enough college credit to graduate early, go to college spring quarter, and enter in the fall as a sophomore. I think that Upward Bound gives students the chance to become whoever they want to be.

I have recieved an abundant amount of opportunities through the Upward Bound Program. I was chosen as first runner up in the Sterling Scholar Academic Competition because of the opportunities Upward Bound had provided for me. I used my college credit to graduate early and attend Southern Utah State College spring quarter. Upward Bound is sending me to Woods Hole this summer to work with marine biology, something that is hard to do in Utah. I have also learned time management skills, good study habits, and personal finance skills from workshops taught by the Upward Bound councilors. Upward Bound has made the difference between good and excellent in my life.

My biggest goal in life is to work with high school students. They have so much potential that is wasted because they haven't focused their time and energy. If proper study habits, time management skills, and personal finance skills are taught, then the world is open to the youth. During my three years at Upward Bound I have changed form the girl I use to be. I am prepared for the trials and challenges that I will face when I go to college.

Gaining knowledge is like gardening. The seeds are planted deep in the earth. They are nurtured and watered with attention and interest. They grow and grow until they reach full bloom. If you don't plant anything, nothing is going to grow. If you plant weeds, you can't expect to havest roses.

MS. TIMECO TAFT
72407 24th Avenue
South Haven, Michigan

Western Michigan University Upward Bound Program

Upward Bound has given me insight on furthering my education and it has impressed upon me greatly the necessity of education. I have always had the desire to go to college, and participation in the Upward Bound program has made my desire even stronger.

Upward Bound has provided many resources which opened up avenues to knowledge and higher education. Upward Bound has helped not only in setting my goal to enter and complete college, but the program has assisted me in obtaining a quality high school education. Upward Bound has exposed me to college life, and this has been a great stepping stone for me. When I enter college I won't have a big problem going through culture shock. Upward Bound has really helped prepare me for the social atmosphere of college.

The instructors in the Upward Bound program have taught me some good studying techniques, which I think will really benefit me throughout my college education. I won't have such a big problem adjusting to dormitory living, because I have already experienced it. I consider these areas as major stepping stones for me.

Upward Bound is not just all work. It is also fun. Upward Bound has really exposed me to extra-curricular functions that I probably would not have been exposed to, if I had not attended the program. Upward Bound has been an experience to me that cannot be replaced by any other instructional program.

Timeco Taft
NCEOA National Student Leadership Congress
Washington DC, June 1990
Page 2 of 2

Upward Bound has not only been accessible to me, but to many other students who I have come into contact with during my three years of participation. I respect and appreciate this program, and I hope that it continues to benifit many other economically deprived students.

Upward Bound has helped me to identify and bring out my leadership qualities, and to express them in ways that might be beneficial to my peers.

While in Upward Bound I have met professional people that became my mentors, and encourage me me to strive for excellence in everything that I do.

"WHAT UPWARD BOUND HAS DONE FOR ME."

by,

AMANDA SPROUSE

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

DURANT, OKLAHOMA

Entering into Upward Bound after my Sophomore year in high school, I thought that I knew it all--from books to being around people, I thought that I was the "walking encyclopedia of life". But Upward Bound taught me that I didn't know it all, and that with hard work and a lot of practice I could learn how to do at least some of it. I learned that I could be great around anyone and that if I studied hard enough and long enough, I could be great at my school activities. Upward Bound came into my life and suddenly my world was changed--during the first year I made seventy-five of the best friends that I have ever had, and through the last three years these friends--some students, some summer counselors, and three of the world's most understanding full-time counselors--have been my lighthouse in all the storms of life. I never knew that I could care so much about so many people that I only saw for a brief period each summer. They took me in and showed me life was great when someone cares about you and stands beside you all along life's way. Because they cared so much, I started to feel better about myself and this was seen by others, therefore I made a lot of new friends. I found myself more outgoing to new experiences and new people. Feeling good about myself also made me strive to achieve higher goals in my education. I found that a 3.4 grade point average was not good enough for myself. I wanted to achieve the highest academic goal

that I could conquer, and I did. Because of my previous years in high school I could not achieve a 4.0, but I could work to make the highest GPA that I could; by the end of my Senior year in high school I had a 3.63, and was ranked thirteenth in a class of seventy-seven. I did not graduate with the top ten percent of my class, but I did do something to prove to myself that I could achieve a goal. My senior year grade point average for seven classes and two semesters in each, was 3.93, only one "B" away from a perfect academic year, I firmly believe that without Upward Bound I would not have believed that I could achieve that goal, therefore I would not have tried. They have given me things that noone else has been able to--self-respect, the will to achieve, and the kind of friends that I will treasure always. Without Upward Bound I think I would be classified as a "disadvantaged" child, but because of it I am the richest person in the world, in all aspects.

A REAL EXPERIENCE-- THE UPWARD BOUND EXPERIENCE

Reygan Howard

University of Northern Iowa

Upward Bound

Cedar Falls, Iowa

June 18, 1990

Upward Bound is a chance in a life time. It has given me so many things to look forward to. It is so hard to write about them all.

In the University of Northern Iowa's Upward Bound Program, I was given many outlets. I had the opportunity of growing academically and socially. I was giving the chance to gain leadership abilities and given the responsibility of acting as a leader. Through attending the summer session, I received a head start on academics for the following school year. I, as a minority, was shown that I may have to work harder, but there is not anything that I can not achieve and/or accomplish. Also, I was given the opportunity to prove myself, and receive incentives to make me work even harder. There was always someone there to push me further and force me to show my full potential. I met many people and gained a lot of new friends, but I also lost a couple. I have enjoyed the great summer and college trips. I also saw my heritage from many aspects. For example, I have seen many museums and historical sites that I would not have had a chance to see. I also enjoyed the big city trips. Upward Bound has given me a chance to grow while seeing others grow, too.

Through Upward Bound, I saw that my future is in my hands. In five years, I see myself a graduate from Iowa State university with a major in Chemical Engineering and a minor in Engineering sales. In ten more years, I see myself living out West with a job as a District Sales Manager for a large firm. I have very important and realistic goals

in mind for my future thanks to Upward Bound.

Upward Bound has not been all fun and games, but it has been a very memorable and somewhat pleasurable experience. I would like to thank Upward Bound for everything it has given me. I THANK YOU UPWARD BOUND!!!

Sonji Grezelda Barnes
902 Lakeshore Drive
Tuskegee, AL 36083

Greetings from the great state of Alabama. I'm Sonji Grezelda Barnes, a senior at Tuskegee Inst. High School, Tuskegee, Alabama where I participate in the Talent Search Program.

I have been influenced tremendously by the Talent Search Program throughout my adolescent years as it relates to my academic and social skills.

As a participant for three years, I have received assistance from Talent Search Counselors to help me realize that a successful life will require hard work, commitment and dedication to the task of achieving any goals which I have set for myself. For example, as a college bound freshman in high school, I chose to pursue a career in medicine, not focusing on the opportunity of becoming a medical doctor. But through travel with Talent Search and talking with many professors and counselors I broadened my horizons as to which route I may take in pursuing my medical profession either through Engineering, Biology/or Pre-Med. The college visits, campus tours, and one-on-one counseling was very helpful and enlightening. Talent Search Counselors have assisted me and my fellow school mates with individual counseling, with personal problems, career guidance, and avenues to achieve academic excellence.

Exposure to various college campuses both near and far through campus visits has made us aware of educational opportunities, self worth, abilities, and limitations.

The progress I've made during these years of transition and adjustments will uniformly continue to grow as I work toward my ultimate goal, which is to receive the finest possible education. The educational opportunities are so enlightening, that it is a milestone which symbolizes the many outstanding

achievements that have been accomplished by participants in the TRIO Programs.

Continuing these programs is not only a necessity but a "must" to avoid many of our youth from becoming victims of society due to the lack of opportunity and help them become more productive citizens. For an ounce of prevention is worth a pound of cure.

Despite all the negativism that is attached to the youth of our society, I would like to emphasize to you today that we are not all drug abuser, victims of teenage pregenancies, or gang members. We are about the business of becoming leaders of tomorrow and it will take more than a few to continue to make this country the best country in the world. We are looking for a "few good adults" to continue to serve as role models.

We, too, believe in working hard for our successes. As Booker T. Washington once said, "You may not always get <u>everything</u> you work for, but you most certainly will work for everything you get." I'd like to express my gratitude to Governor Guy Hunt and citizens of the state of Alabama for their continuous support for academic excellence, Talent Search counselors in Tuskegee, AL, Senators Richard Shelby & Howell Heflin and State Representative Glen Browder who have worked diligently to push for continuous funding of these programs.

In closing, I would like to challenge each of you to continue to show interest in your future investment (leaders of tomorrow), continue to support the TRIO Programs and for our youth I challenge you to stand up for things that will profit society as a whole and will lead you to a greater success. For if you don't stand up for something, chances are you will fall for anything. Become effective contributors through education, dedication, communication and to the decision-making processes of your community, your state, our nation and our world.

MY EXPERIENCES IN UPWARD BOUND

Through the Upward Bound Program at Baldwin-Wallace College, I have experienced many new adventures. These adventures include: being homesick, falling out with my roomate, travelling to far and fun places, being exposed to others' culture and also learning to get things done on time.

These things were important for me to have experienced, however, the two most important aspects of Upward Bound have been their emphasis on my high school academics and my pursuit of a higher education. When I first entered Upward Bound as a 9th grader, perhaps the farthest thing in my mind was my seriousness about my high school curriculum and grades. However, as soon as I began to attend Basic Skills Workshop and tutoring sessions, I realized how serious about academics I should have been.

Upward Bound provided me with an opportunity to taste the curriculum of the upcoming year and to even get a headstart on my other classmates who were spending their summers swimming and having fun. Upward Bound has showed me where my strengths and weaknesses are, and how to let each one compliment the other.

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As for college, I was a typical inner-city student that simply assumed that I was going to go because it was supposed to be the right thing to do. Upward Bound really made me aware of what college meant and they showed me exactly what I would need to successfully pursue admission. Perhaps the most astounding revelation that Upward Bound made to me was the fact that there is NO excuse for not achieving what you want. There may be obstacles and pitfalls, which can eventually be overcome, given time and determination, but no excuses.

Eventhough some may view the fact that I may come from a low-income family as an obstacle that cannot be overcome, Upward Bound has shown me, through previous graduates from low-income families, that anything is possible.

In conclusion, Upward Bound has opened my eyes and my mind to the opportunities that lie out there just waiting to be taken advantage of. I feel that people of any age, or cultural background should not miss out on their dreams because of the lack of knowledge. I almost missed my chance to join Upward Bound, and if I had, I would not have the zeal to succeed or the determination to be the best that I can be.

"May GOD be your strength and guide."

LeAndra Turner
Baldwin-Wallace College
Upward Bound Program
Cleveland, Ohio

June 15, 1990

Erica Munoz
315 e. Southcross
San Antonio, TX 78221

UPWARD BOUND

My experience in Upward Bound has been very valuable to me. It has affected my plans for the future, and has changed my direction in giving me confidence and academic skills that I feel are necessary to fulfill my goals and dreams. It was not until I entered the program that I began to see that my goals and dreams could become a reality. College education has always been stressed in my family, but it has been difficult for it to be achieved. So, therefore, college has always been a very important dream to me. With Upward Bound, college has become more than a dream though. I now see it as a possibility. Upward Bound has made me a different person because it has not only helped me with my future plans, but also with personal matters that I probably could not have faced alone.

As for a friend of mine in the program that I interviewed, her experience has been somewhat similar. Her thought of college had always been seen as a dream because she was not surrounded by people who had been to college. Her parents or family could not answer her questions about college, but

Erica Munoz
UB - San Antonio
Trinity Univ.

with Upward Bound she saw her dream as a soon to be reality. I also interviewed a former student of Upward Bound who had just one statement to say which was, "Without Upward Bound, I am not sure that I would be where I am now---in college."

It is obvious that Upward Bound is a flourishing program for young students. I hope to complete the program, and return to Upward Bound someday to help contribute to the next generation of students.

Danyel J[illegible]
2044 #A Jacobs Pl.
Orlando, Fl. 32805

Upward Bound has been quite an experience in my life. It helped me to organize my life in refernce to my goals in the future. It helped me set goals to a standard which I can reach. It also made me realize that I can be anything I want to be. Upward Bound encouraged me to learn more knowledge and to be excited about learning. During the program, my grades have taken a higher stand. The academic lessons helped me to take education more seriously. As far as my future is concerned, it made me sit down and think about where I stood in life and what I wanted out of life. It also helped me build my self-confidence as well as self-esteem to believe within my self to the point that I know I have the intelligence to succeed in life. The program itself gave me the opportunity to meet new people and to learn different cultures they portray. Upward Bound has helped me take a higher step in life.

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Richard McDougal
20 Lincoln Street
Caribou, Maine 04736

My experience at Upward Bound began four years ago. I was entering my freshman year at Caribou High School and I had no idea what it would be like or what I would do after I graduated four years later. I now know what I will be doing, attending college.

When I first came to the program, I had no idea of what to expect. I was shy and wanted to be by myself. However the people there didn't agree with me. They taught me to become more outspoken and state what I believed: not do as others do and believe. Four years later, I'm entering my fifth year, and I say as I feel and do as I believe to be right for me.

My teachers have noticed a change in my attitude towards my school work. I try harder than I had ever done just so that I can continue my education and be all that I

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can be. I think that this change has come about due to the fact that at Howard Bound, they expect you to do the best you can and to strive to bring out the best in yourself.

The program has given me confidence in myself. I now take on challenges that five years ago would have been too hard to do, or so I thought. Before, I was shy, but today if I want to meet someone I take control of the situation and introduce myself. If they reject me, I gone on knowing that I tried to befriend them.

Academically, I've gone from a low "C" student to a high "B" student. This is because I look forward to the summer and the start of the program. Before, I didn't care whether or not I passed, today, I want to do my best so that I don't let down all my new found friends. These friends have been there for me since I meet them. Two have become really close friends and we try to do as much together as possible. This summer one of them is unable to return because he has joined the United States Army, but he will

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still live on inside of us until we die. All three of us have decided that someday we will have a reunion and see how much we have changed. It gives us all something to look forward to.

In conclusion, Upward Bound has started a new path for me. They leave the direction that I choose up to me. I just hope that everyone that attends gets as much out of it as I did.

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UPWARD BOUND

Kimberley Davis

My experience during the Upward Bound program has led to maturing and development which I will benefit from greatly. I entered the program in my sophmore year with classes in the middle level college preparatory. As I experienced Upward Bound through the summer, it gave me enough confidence to try to succeed in the highest level of classes. After receiving A's and B's as a sophmore in middle level, I am now a graduate who completed high school with all A's in honors and advanced placement courses.

Besides all of my academic achievements I feel I have matured and changed throughout my years with Upward Bound. I feel more responsible with myself and with my time. I have learned to work together with people who are totally different form me and from different backgrounds. There is more to people than what you see the first day you move into Brown Hall, You get to know what they like and what they don't like, and what they want now and in the future. Many of us do know what we want in life now, due to the experiences through Upward Bound. I now want to be something I probably never would have thought of chasing three years ago. Chasing it because it would have seemed like a dream, now my goals seem like reality far within my reach.

THANK YOU UPWARD BOUND!!!!

Leona M. Sanders
2028 City View St.
Waterloo,Iowa 50707

"My Experience In Upward Bound"

Upward Bound is an excellent program. It has neutral surroundings where all students can be helped. Without Upward Bound, students would have no outlet for recreation, social interaction, relieving stress, confidential discussions or learning. It is evident that they care.

Upward Bound has been my second home. It has given me leadership opportunities such as this Leadership Conference and helped me enhance the abilities I possess. By taking introductory courses in the summer program, I am more prepared for each academic year. In a social aspect, I am able to meet new people and interact with them daily.

Upward Bound has encouraged me to take the untraveled path...do the unusual. It has given me some direction in realizing that there are alternatives in life. I do not have to be exposed to drugs, alcohol, gangs, or pregnancy.

My goals in life are to attend the Air Force Academy, be successful in whatever I do...not forgetting God, or where I have come from. Knowing that I have support from Upward Bound gives me a sense of security and helps me want to succeed in life. Upward Bound has given me the insight to realize that if I have a dream, I will never know if it can be fulfilled unless I try to achieve it.

Angela Michelle Hatcher
Upward Bound Project
University of Pittsburgh
Ms. Frazier

Upward Bound is, and has been, a very sufficient educational program for me. I entered the program in the summer of 1989 knowing what I wanted out of life. Upward Bound has influenced me much more. Throughout the school year, I have been able to grasp a more positive hold on my future education and what life is about.

The Upward Bound Project ,that I am currently a member of ,is located in the middle of a major University, the University of Pittsburgh. With the student identification, that is provided by the project, I have the ability to take advantage of the university's facilities and resources that are needed to suit my educational needs in and out of school.

During the summer time, Upward Bound has given me the opportunity to experience college life. The six-week stay on campus enables me to get a head start on my school courses for the fall. After participating in the summer program last year, I realized that there is more to this pre-college project than just education. The summer was very educational, as well as entertaining.

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There are counselors at the office whenever I need help. No matter when, they are willing and helpful. In the program, I have had an extreme boost of self- confidence. I can retreat to the office whenever I need to be relieved.

During the school year, there have been many workshops and get-togethers. The workshops have focsed on such issues such as: teenage pregnancy, sex, drugs, aids, peer-pressure, P-SAT, SAT, math, reading, and career. From these workshops, I have learned important details, and had fun with peers as well. These get-togethers make social events entertaining. Upward Bound has changed my life, and I am thankful for it.

Question No. 2

Zohar Massey
Apartment #4
522 West 158th Street
New York, NY 10032

I haven't been involved with the Talent Search program for very long. However, I was introduced to Talent Search when I enrolled at the East Harlem College and Career Counseling Program in the beginning of April, 1990. Moreover, in 2 months Talent Search has already influenced my life. More important, I am glad to be participating in Talent Search because I am being exposed to many opportunities that I would never have known were there. For instance, my involvement in Talent Search through the East Harlem College and Career Counseling Program has given me an opportunity to apply to summer college programs at both Davidson College and Cornell University. Also, this program has presented to me the opportunity to attend the National Student Leadership Congress, which will help me to enhance my leadership skills. Additionally, I have accepted the offer to attend Cornell University Summer College Program which will help me to develop independence.

However, the experience at Talent Search will be an opportunity that will assist me in the understanding of the college process, give me the opportunity to grow as a person, as well as, help me to make decisions which will affect my future.

Also, Talent Search is an experience that is helping me to calm my fears and anxieties about college, in addition to helping me to grow and develop as a person.

Furthermore, the transition from high school to college is certainly not an easy one. There is a tremendous amount of anxiety accompanied by many decisions for me and anyone that goes through the process of applying to college. I understand that I will begin a year long process that will determine my future for the next 4 years or so; a process that will involve a lot of growing up.

Essentially, my personal objective and desire is to explore subjects within the line of my career interest. This exposure is important in helping me to determine whether or not I really want to go into the medical field and if so, I want to find out, more or less, what will be required of me on the college level. I am interested in understanding the work load, demands, and subjects that are related to this field. I believe that Talent Search will help me to make these kind of decisions that I would, otherwise, not be able to make on my own.

Finally, I continue to take my school studies very seriously. Also, I continue to concentrate on my school work by keeping my grades on a consistent level. Moreover, I can take advantage of the tutoring program at Talent Search, which will help me to further develop any subject areas that will assist me in reaching my goals. However, the most wonderful and rewarding experience is that I have been given the opportunity to attend both the National Student Leadership Congress and attend Cornell University Summer College Program which has given me a strong and compelling beginning as a Senior and graduate of the class of 1991.

Minorities must embrace education
By Alice Everett
University of Miami Upward Bound

Imagine a big executive office in a high rise business complex overlooking a metropolitan area. The occupant of this office is the Chief Executive Officer of a major corporation whose annual salary exveeds a hundred thousand dollars. What are the prospects of this being a minority? The likely occurrences are slim.

Speaking from a black perspective wrought by generations of racial injustice, many of us do not understand the importance of post-secondary educations.

Education is especially pertinent to minorities. It is the best solution to improve poor socioeconomic conditions. Education provides a route away from poverty, low-wage and exploiting jobs, unemployment, teenage pregnancy, drug use, rising drop out percentages, and the numerous other problems minorities are more likely to face.

There must be a rise in the number of minorities in the envision executive office. In order for this visualization to become a reality, minorities must obtain higher education. Programs such as the Upward Bound Project are designed to assist this goal.

Through the University of Miami's Upward Bound Program, I have enhanced my leadership qualities and communication skills. The program has provided me with an incentive to seek higher educations. Futhermore, the program gave me opportunities, like this Washington D.C trip, to travel to other places to share my valuable experiences with others. The positive aspects of the program are unlimited. However, the single most important aspect is it's assistance in giving minorities and students from low-wage income families the

desire and help needed to attend post-secondary institutions.

As a black female, I have encountered racial injustice, sexual discrimination, and economic hardship that serve as obstacles in my educational objectives. However, my desire to be educated and hard work will triumph over such hindrances. I am prepared to work and sacrifice twice as much. With the right opportunity, I will exemplify my BAD (black, ambitious, and determined) attitude. The right opportunity is an education. It is my, as it could be for many other minority youths, yellow brick road out of the ghetto.

Tonia M. Louden
P.O. Box 262
Keene, Va. 22946

My name is Tonia Louden, and I participate in the Upward Bound program at the University of Virginia, in Charlottesville, Virginia. My experience in the Upward Bound program has helped me to decice what I want to do in the future.

Before I was accepted into this program, I had iceas of going to college, but I had doubts too. Sure I had good grades, but money would be the problem. After getting into the program my mind was made up, I was going to college.

My first summer in the program taught me alot. It taught me that a college can be fun, but there are also responsibilities that students must accept. The faculty and stucents were easy to get along, and to share your problems with.

This program has taught me that you can achieve any goal as long as you put your mind to it. Right now I have many goals. My main goal is to attend college and major in business.

If it had not have been for this program I would still have doubts, but now with the help of Upward Bound, I know that anything is possible.

Personal Statement

My name is Diana LaBostrie. I attend Minneapolis South Community High School. I am an African North American senior this year.

Upward Bound has helped me in my past with giving me positive support with various issues I was dealing with. In school, tutoring was readily available to everyone. At the time I got involved with Upward Bound it was a crucial time in my life and Upward Bound was there offering encouragement. As I am maturing I've become more independent. Upward Bound has helped me feel good about my choices. I've talked with one of my older aquaintances who's shared her difficulties in procrastinating. Upward Bound has helped her make clearer decisions. Upward Bound has helped me find other resources. For example, retreats dealing with decision making, refusal skills, and peer pressure.

In my experience with Upward Bound I've learned many new tactics to deal with numerous things in my life. A few of those tactics are learning how to keep a positive perspective towards school, regaining a high self- esteem, and learning now to have a sharing relationship with anyone I am in contact with. Upward Bound has helped me developed my educational and personal skills and I know I will make a positive contribution to this world.

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Dyca Williams
2513 Kingshill
St. Croix, V.I.
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Upward Bound has influenced me in almost every aspect of my life. Academically it has helped me with subjects that I find difficult. The program does this by providing me with qualified tutors, who care about the students and the work they do. Being in Upward Bound provides me with so much of an advantage that others outside of the program do not have.

I have grown up as a person and as a student in Upward Bound by the many things I have been involved with. Recently I took part in a debate, although I did not win, it exposed me to speaking effectively, and publicly.

My future ambition is to become a lawyer or an Advertiser. These types of fields require confidence, the ability to reason, and to know how to deal with different people that have complex problems. At Upward Bound I am always in a position to expand my leadership abilities, express my views, and I am exposed to a hybrid of people. This is possible because of the various activities at Upward Bound.

Dyca Williams
2513 Kingshill
St. Croix, V.I.
00851

Upward Bound also helps me to deal with the problems I encounter at school. As the president of my regular class, I run into many varied problems and I can always find someone at Upward Bound to help me solve them. The program counselors are in general very helpful. They are unique in that they will most often go to the Upward Bound students and ask if he or she has any problems, rather than waiting to be confronted by the student. Upward Bound is great in that it provides a kind of homey atmosphere. Everyone knows and helps everyone else. To me that is the most important part of the program because it provides support for all.

Brenda Williams, a former student of Upward Bound described the program as being "rewarding" and "full of opportunities." Like most of the former students she thought of it as an ideal place to learn to combine fun with academic work. " The tutors, are more like friends than teachers, they always made the work interesting so that it was fun to learn." When asked what she missed most about the program she answered, "it had to be the friends I made, we were always together, students and teachers alike. I know I can still go to them if I need help with anything."

Dyca Williams
2513 Kingshill
St. Croix, V.I.
00851

Now Brenda is a very good student in college. I asked her how Upward Bound aided her academically , when she was in highschool and now that she is in college. " When I entered Upward Bound the tutors helped me sharpen up my studying skills. I still use those skills today in college " she answered.

Brenda Williams is a Political Science major, and she says that Upward Bound has helped her develop her speaking skills, and has also helped her to deal with people effectively.

Through Upward Bound Brenda Williams got a full scholarship to attend the Northeastern University. "I truly believe that with the help of Upward Bound I am on my way to being very successful."

HOW UPWARD BOUND HAS HELPED ME

Throughout ones lifetime, we all set goals for ourselves. One very important factor of this idea is the point of how does one achieve their goals. From the time I've spent in the Baldwin-Wallace College Upward Bound Program, I have set some of my immediate, and long-range goals. I have also mapped out tentative plans as to how I will achieve these goals. My first immediate goal is success in high school. Success in academics as well as extra-curricular activities is very important to me. The next goal is that of success in higher education and in life in general.

Besides setting and focusing on goals, Upward Bound has exposed me to more things than I'll come to appreciate. For instance, the various cultural activities have opened my eyes to the diversity of this world in which we live. It has given me a greater appreciation for others and their lifestyles. Being able to see the situations that others have endured gives you the strength to endure your own situation, no matter how bad it may seem.

Another very important part that Upward Bound has played in my life is that of a social nature. Although this aspect of the program is seldom talked about, I feel that it is just as important as perhaps

academics. In my particular situation, Upward Bound helped me to overcome a shyness that may have hindered my success in this people oriented world. Before joining Upward Bound, I very seldom socialized or made new friends. Upward Bound has made me feel comfortable in social settings, despite any differences that I may have.

Being a potential first generation college student was an obstacle that Upward Bound has helped me overcome. By not having the support or know how in the college admissions process, I could have easily become discouraged in my pursuit for college admissions. However, Upward Bound seemed to be that parent that knew everything about applying to college and about getting financial aid. I feel very confident that next I will have no fears or anxieties when it comes time to apply to the various colleges of my choice.

Finally, I must recognize how lucky I will be to have had a program like Upward Bound affect my life. I have had a headstart on my peers from the first day I joined the program. I know that sometimes there are assignments that I don't want to do, or places that I really don't want to go, but I also know that in the future, when I am much wiser, I will truly appreciate everything that Upward Bound had to offer me.

Antonio Hall
Baldwin-Wallace College
Upward Bound Program
Cleveland, Ohio

Katrina Little
9522 S. Prairie
Chicago, Il 60628

The Upward Bound Experience

When I first got in the Upward Bound program I hated the idea of going to school on Saturdays. Going to school five days a week was long enough. It was taking up my personal time, and I thought it would be all work and no play. That was then. Now it is a whole different story.

During the three years, I eventually realized that it is not as bad as I thought. Upward Bound has given me the opportunity to meet new and interesting people. It has given me the opportunity to travel to different parts of the country to meet other Upward Bounds and to visit different colleges and universities. The classes that they give me really help me in the classes that I have everyday, and as a result of this, my grades have improved.

During the summer we still have classes, but we also have time for things we like to do. In the afternoon, we have such classes as dance, art, computers, and journalism. In our free-time on dorms, we can go to sailing classes, cheerleading practice, volleyball, swimming, basketball, softball, track, bowling, or just relax in the playground. Later on in the afternoon, we may go on an educational but fun trip. We also have basketball games, athletic and academic olympics against the other Upward Bounds in the Chicago area.

This summer I will be in the ACT program and next summer I

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will be in the Bridge program. I'm glad that I am participating in this program, and now that I realize the importance of the Upward Bound program, I plan to use it's services to its fullest.

Ernestine Sandoval

National Student Leadership Congress

June 16, 1990

I am very proud to have been chosen to participate in the Upward Bound Program held at the University of New Mexico. Participating in this program has opened many opportunities for me and has helped me gain more confidence. It has taught me to discipline myself more and has given me an idea of what college life is like.

I got the chance to socialize with students from other High Schools. After getting to know them, the stereotypes about them and their schools have disappeared. The program has given me a perspective that has enabled me to look at everyone as being equal.

My academics have improved ever since I got into the program. I've managed to earn A's and B's. The tutoring I receive has helped me understand my school work better. The tutors and other people involved in the program prepare you academically with the classes they offer. Not only that, they help you even after you graduate and start taking college courses at UNM. I receive a lot of support from the Upward Bound Program. They support you by making sure you are one step ahead.

Denise Chavez a former Upward Bound participant said the program helped her get familiar with the University of New Mexico. It helped her see college realistically. Tutoring made her honor classes easier for her. She also made a friendship that lasted seven years after the program.

She felt that with the mixture of people in the program you get used to an integrated society. She learned to accept other people with different beliefs. "You are ahead of the game and you know what to expect." You also get prepared for a faster pace, which you need in college. Denise is now graduating form UNM with a major in Communication and has been accepted to a master's degree program.

My Experience with the Eastern Kentucky University (EKU) Educational Talent Search Program

My counseling with the EKU Educational Talent Search Program initially began in the latter portion of my sophomore year and continued up to and after graduation from Bryan Station Senior High School. As a sophomore I was just beginning to become aware of the necessity in taking the remainder of school and my plans of my future seriously. As a result of this realization I decided to obtain some counseling. Because my counselor, as well as all the others, seemed to always be caught up in the day-to-day hysteria of school I signed up to see an EKU Educational Talent Search Program counselor.

From the beginning, she seemed most interested in my thoughts, desires and ambitions. The program and my counselor's efforts dumbfounded me because they offered such beneficial information and my counselor was there to do some all-out counseling and be a friend.

Through the program I learned about goal setting, future planning, taking college entrance exams, study skills, steps necessary to get accepted into colleges, a wealth of career information and that there are actual people who really care about the development, maturing and educating of a high school student. And let me say, Mrs. Beth Sullivan is one woman who REALLY CARES.

Once I narrowed down my decision of which college to attend, Mrs. Sullivan was there to offer further guidance, even after school--on her time! Thanks to the Educational Talent Search Program I have decided to set very high, yet obtainable goals and I know where I want to go to school and what I want to do afterwards. Without Beth's help I would have never been able to fill out the college financial aid form, entrance forms, housing forms, etc. And even though I didn't receive a single scholarship, I'm very proud to say I will be attending Seattle University (an out-of-state college that was my first choice) because of other financial resources brought to my attention by the Educational Talent Search Program.

To everyone involved in the Educational Talent Search Program at EKU and especially to Mrs. Sullivan, I send my warmest and deepest thanks. The program aided me immensely. My education will not stop just because I've graduated from high school--it has only just begun.

Marcus Highland
June 11, 1990

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MY NAME IS ERNESTO GALLEGOS, I COME FROM CANONES. A SMALL TOWN IN NORTHERN NEW MEXICO. ATTENDING UPWARD BOUND WAS A VERY BIG CHANGE FOR ME. DURING MY FIRST YEAR ONLY THREE STUDENTS FROM THE CANONES AREA ATTENDED. WHEN THE PROGRAM ENDED THAT SUMMER I SPOKE TO SEVERAL OF MY CLASSMATES AND ENCOURAGED THEM TO ATTEND THE UPWARD BOUND PROGRAM.

UPWARD BOUND HAS HELPED ME TO ACHIEVE MANY THINGS IN MY LIFE. IT IS AN EXPERIENCE I WILL ALWAYS REMEMBER AND CHERISH. THE EXPERIENCES HAVE BEEN SO MEMORABLE THAT I WILL ALWAYS RECOMMEND THE PROGRAM TO ANYONE WHO MAY BE INTERESTED IN LEARNING ABOUT UPWARD BOUND.

I HAVE JOINED OTHER ORGANIZATIONS AND LEARNED MUCH, BUT NOT AS MUCH AS I HAVE LEARNED IN UPWARD BOUND. THE PROGRAM HAS HELPED ME MATURE AND HAS TAUGHT ME THAT I CAN LIVE AWAY FROM HOME AND LIVE ON MY OWN. IT HAS HELPED PREPARE ME FOR THE OUTSIDE WORLD AND AN EDUCATION BEYOND HIGH SCHOOL.

WHEN I FIRST ENROLLED IN UPWARD BOUND I WAS ATTENDING SPECIAL EDUCATION CLASSES AT MY HIGH SCHOOL. I HAVE NOW PROGRESSED TO THE REGULAR CLASSROOM AND NOW MAINTAIN A TWO POINT ZERO (2.0) GRADE POINT AVERAGE. IF UPWARD BOUND COULD DO THIS FOR ME, I AM SURE IT CAN HELP OTHERS.

WHEN I FIRST JOINED THE PROGRAM I WAS THE YOUNGEST STUDENT TO EVER PARTICIPATE. I HAVE BEEN SELECTED "THE OUTSTANDING MALE PARTICIPANT" TWO CONSECUTIVE YEARS. NOTHING HAS EVER BEEN AS SPECIAL TO ME AS THESE TWO AWARDS.

UPWARD BOUND IS LIKE SCHOOL BUT BETTER BECAUSE WE DO MORE THINGS AND GO ON FIELD TRIPS AND A WEEKEND TRIP. WE ARE CONSTANTLY DOING SOMETHING DIFFERENT.

SOME OF THE STUDENTS HAVE NEVER BEEN TO THE PLACES WE VISIT, SO FOR THEM, IT IS A NEW AND EXCITING EXPERIENCE.

BEFORE I WAS IN UPWARD BOUND, I HAD NO PLANS OF AN EDUCATION BEYOND HIGH SCHOOL. THIS PROGRAM MADE ME REALIZE THAT DREAMS AND GOALS CAN COME TRUE. I NOW PLAN ON ATTENDING COLLEGE AFTER I GRADUATE AND DOING THE BEST THAT I POSSIBLY CAN. I FEEL THAT WITH THE FRIENDS I HAVE MET AND THE GOALS I HAVE ACHIEVED, I CAN MAKE A GOOD LIFE FOR MYSELF.

Alisha Greene
P.O. Box 163
Stanaford, WV 25927

My name is Alisha Greene and I attend the Upward Bound program at West Virginia Institute of Technology. This year will make my second year in the program. Through Upward Bound I have gained help with my dreams, direction, academic skills, and self-confidence.

My dream is to become a speech therapist for children. With the help of Upward Bound, I can be sure of going to college to make my dream a reality. My Upward Bound counselor will assist me in choosing a college that's right for me. The program will also assist with financial aid.

Before attending Upward Bound I was unsure of what I wanted to do. I knew that I wanted to be either a speech therapist or a physical therapist but I had a hard time deciding which. After taking a career workshop, I decided to become a speech therapist.

Since attending Upward Bound, my grade average has went from a 3.5 to a 3.8. The strict study hours at WVIT last summer stayed with me.

My self-confidence has improved considerably within the last year. I've always been shy with others and had a hard time making friends. I thought I'd have a hard time at WVIT but, I was wrong. We were one big family. Now I know that strangers can become your best friends.

Raquel Oandason
June 7,1990

UPWARD BOUND - NOT JUST A PROGRAM

When I think of Upward Bound I think of college. In fact, that is the reason why I entered Upward Bound - to make sure I will be able to go to college. However, that is not all that I relate to Upward Bound. Upward Bound also means friends, fun, adventure, learning, and security. It is like being a part of another family.

Upward Bound has given me the opportunity to meet new people, both students and faculty. Going through the program with them, year after year, I was able to form close bonds with many. These bonds I know will not end when the program ends, for we have been through so much together.

They are also people that I feel comfortable going to with my problems. I know they will do all they can to help me, whether it concerns academics, family, or simply problems concerning growing up.

In fact, they have helped me grow up. Looking back, I can see just how much I have matured over the years. I have become more responsible, independent, and self-confident.

Upward Bound, at times, can be a lot of work. All the hard work, though, has its rewards. Not only the ultimate reward of attending college, but also little rewards along the way. I am not only speaking of the trips to Ashland, Oregon, for the Shakespearean Festival. I am also speaking of trips to university campuses, trips to educational institutions, and the annual talent shows.

Through the years, I have noticed changes in Upward Bound. Classes have changed to make them more beneficial and interesting. They not only teach regular courses such as math, english, and science, but also provide courses in art, computers, music and video production. This allows everyone the opportunity to express and develope all of their talents. Without Upward Bound providing such opportunities some of the students may have never received them.

Upward Bound has opened many doors for me. Not only the door to college, but also the door to the world, through their encouragement, support, and teaching. They have prepared me well and I am anxious to begin the journey that lays ahead. I owe Upward Bound so much. I cannot even begin to imagine what my life would been like without it.

S. Germaine Holden
2074 Scarborough Rd.
Anderson, S.C. 29624

My three years in Upward Bound have been real beneficial. At one point in my life I didn't plan on going to college unless I received a football scholarship. Then I got involved in Upward Bound and I found out about the advantages of a college education. They also told me about all of the financial aid that I could apply for. Thanks to Upward Bound, I now plan to go to college if I get a scholarship or not.

The Upward Bound program that I am in is like one big family. The program includes students form seven different high schools. When we meet every Saturday it's like a family reunion. We talk about our problems, recent accomplishments, and future plans or goals. The most important benefit of the Upward Bound program is the additional knowledge that we gain from our instructors and our project director. I would have never met some of my closest friends nor gained valuable information about colleges and life, if it had not been for the Upward Bound program.

Assignment #2
Jean Snider
R.R. # 5 Box 133
Plattsburgh, New York 12901

When I was in ninth grade, before I became involved in Upward Bound, my life was slowly but surely going downhill. My grades were bad. My self-confidence was low, and I was an overweight bully who loved to pick fights.

The summer following my freshman year was my first at Upward Bound. I started to change a little, but for the most part I was too cool to get invloved in most activities.

One night, toward the middle of the summer, there was to be a self-esteem workshop. I saw the posters, and several of the Tutor Counselors had asked me if I was going. Of course, I had no intention of attending.

It was about ten minutes before it was to begin, and I was sitting in my room listening to music. Since I had my door open, I could hear what was going on outside. Lucy, our dorm director, was walking down the hallway yelling that the workshop was ready to begin and trying to coax people into going.

When she got to my room, she stood in the doorway and asked me if I was going. I said "no". But, she would not take no for an answer. She kept on bugging me until I finally gave in and said I would go.

The workshop did not move mountains, but it did teach me a few things about myself that I did not know. First of

all, it taught me that I was a person that other people actually cared about.

Second, and most important, it taught me to like myself. It made me realize that I was a person capable of being liked and loved, and of loving back.

My wall around myself came crumbling down around me after that. I opened up and blossomed.

Since then my life has been all uphill. My grades are great (well, maybe not great, but a lot better). My attendance at school has improved. I have not been in any fights, and I have shaved nearly 35 pounds off my weight.

If it were not for Upward Bound, I would probably have dropped out of school, and who knows what other kind of trouble I would have been in now.

Thank you for teaching me the most important lesson of my life: to like myself. In about a year, I will be graduating and going to college, but the memories of Upward Bound will always shine brightly in my heart, influencing everything else I ever do in my life.

Jason Allen Rider
1325 West Willetta
Phoenix, AZ 85007

I began the Upward Bound program approximately one year ago. At the first meeting our program director, Mr. Irvin Coin presented the future students of Upward Bound, with a challenge. The challenge was to pursue, and achieve a higher education. I accepted his challenge, which included going to Arizona State University every other Saturday, to get help on school work, and to prepare us for the summer program. I talked to some current students about what they had experienced in Upward Bound's summer program. They said that it was fairly difficult, but it sure does give you an accurate idea of what college life will be like. I have been waiting for this summer very impatiently, and now that it is almost half over, I am disappointed. I wish that the program would last the duration of the summer, because I am really enjoying it. Although there is a lot of hard work involved, I know that it will certainly pay off in the end.

I feel that if I had not been able to get involved with this program, I would not be going to a four year university. Upward Bound gives every person to succeed at a college education. The help which is given by Upward Bound's staff, is extremely helpful. I asked my friend, "What does Upward Bound mean to you?" He began to explain to me that he was from a foreign country which he left in order to come to the United States of America. As a foreigner, he said that it was very hard for him in school, and he honestly feels that he would have had an extremely difficult time getting in to a college. But then he

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saw a light, Upward Bound, which provided a chance to get the college education which he greatly desires. There are others in the program, just like him. I consider myself lucky, for being excepted to Upward Bound, because both of my parents did not go to college. They had no idea of what is really required to be a success in college, mainly because they never had the motivation at home. I think this is the reason that both my parents always try to show me the advantages of receiving a college diploma. Upward Bound serves as a guide to college, they show you what you must do, and how you must do it, in order to survive your college experience.

Monica Vaughn
7345 S. Morgan
Chicago Il. 60621

I would like to thank everyone who has made this wonderful opportunity possible for me.

I have been in the Upward Bound Program for one year, prior to this my older sister was in the program. At this time I did not know the value and it's importance, then to me it only meant I would have my very own room for the summer. While enrolled in the program it has helped me find my eeak spots in learning, and to improve my study habits. Upward Bound has helped me narrow my choices of many possible careers down to two, I would like to contunue my education as a Pre-School teacher or Computer Scientist. In both fields I hold a very high interest. I am now tutoring elementary school students in Math and History two subjects I enjoy and doing quite well in. As for Computer Science I have taken Computer Orientation, Data Processing, and Computer Software Applications, all at the high school I am now presently attending which is, Emil G. Hirsch Metropolitan High School.

My summer session at Wheaton College taught me to be more responsible and independent. I met a lot of new friends in which we all shared the same interests and that is a higher education for the young society. Of all the friends I met I feel the staff was the best, reason being they were a group of individuals who were very patient and understanding with all the participants.

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One very good point of the program is were allowed to mix hard work and pleasure together. We enjoyed events such as basketball, volleyball, and softball. We were allowed to raise funds by having a skating party and many more pleasurable social events to make this opportunity for other students fortunate. Students as myself, I enjoyed working with the students in the program on group subjects. This type of study helps build social skills that is necessary for advancement in life. It allows you to share positive information with your peers in which we have similar interest, that is setting and achieving own personal goals.

Going away during the summer helped me experience what life would be like when attending the University of my choice after completing high school. It will require a lot of independant responsibility, there is no longer parents to constantly remind you of your obligations, this is one of the most important steps to becoming a young adult. As an adult you are solely responsible for your goals and dreams, that is setting them and positively excuting them which will give you your best pleasure in life. The Upward Bound Program along with the loving support of my parents has helped me learn to be that responsible young person.

The Upward Bound has helped me to improve my grades by going to classes and tutoring sessions. Saturday session is to help you in school, which it has helped me with biology and english. Saturday session was fun because you had a chance to continue your goal of success and go out to eat lunch and socialize with a friend.

Misty Ray
Casper, Wyoming
June 10, 1993

So many times people don't understand what the purpose of Upward Bound is. Sometimes they don't even know that it exists. I learned of the Upward Bound Program when I was in ninth grade. At that point in my life I was afraid of what people thought so I just sat in the back corner pretending to know nothing and to not care. Most of the time I just lived in my own little world acting like nothing could hurt me. As far as all my class mates were concerned, I had no dreams and no plans of going anywhere in life. Little did they know. I really wasn't as tough as I seemed, but only my closest friends and a few teachers new that I really had dreams of going to college. They also knew that I came from a family that couldn't pay for my college education. Knowing that my family couldn't pay for me to attend college, I gave up all hope. My teachers continually tried to let me know about programs that could help but none of them seemed like what I needed. Finally my history and math teachers had found the program for me. They told me about a program that would show me first hand what college was about. My parents encouraged me to give it a try.

A few months later I received a letter saying that I had been accepted into the Higher Education Project (Upward Bound). Next thing I knew I was getting ready to spend my summer in Laramie on the campus of the University of Wyoming. From that point on I went through some of the most important changes in my life. Everything they planned was a test. Although all the activities are exciting and fun, they were invented to challenge us mentally and physically. The activities ranged from athletics to academics. After over coming each new obstacle we were put up against, we realized that we were the ones in control and we were the ones that made the difference when it came down to whether we failed or were victorious. From these experiences we grew to be stronger people with the will power to go after what we wanted. We took on a new attitude, an attitude of self appreciation. Notice that I say we, that's because with out all the people there to support me and be by my side, I probably wouldn't have made it as far as I have.

Now I am a senior in high school and already have much of the knowledge that I will need to get through my last year of high school and into college. My family is still un able to pay for my education, but now I know of the vast array of programs and scholarships that I can try for to help pay for my education after high school. I am also a proud person with an inner strength to go after what I Only yesterday dreamt about.

VANESSA RIVERA SALTOS
581-67-4728

If I were to answer the question, "How has the Upward Bound Program helped me?", I would have to look back and see what kind of person I was prior to entering the program. School was not one of my favorite activities. I did not like to study and my grades were not something to be proud of. My parents were very disapointed with me, because they know that if I tried more, I could be an excellent student. They tried many ways to make me more dedicated as a student; From depriving me of the things I liked most, to promising me rewards for better grades. I was too immature to realize how important an education was.

I can still remember the day my mother and father told me that they had decided to place me in the Upward Bound Program. They explained that the program would help me improve my grades and make me a better student. I would have to attend classes on Saturdays and during six weeks of the summer. I don't have to express how upset I was. I could not believe that I had to go to school six days of the week and, on top of that, a large part of my summer. But I felt that I had no choice.

My first day in the program was shocking to me. I thought that I was going to school with a bunch of "nerds". However, as the days went by I got to know all the other student and realized that they were a lot like me. They were really trying to improve themselves. I began

to like the program.

The Upward Bound Program has helped me understand how important it is to have a good education in our society. It has helped me guide my life in the right direction. I know who I am and what I want in the future. I have decided to continue my education and obtain a college degree in Art and Language. Because of my experience in the summer camp, I am not afraid of being in a University away from home. I have learned to carry out my own life without having to rely on the help my parents have provided in the past. I've learned to share knowledge, friendship and understanding with my companion's. I am able to live in armony with them, accepting them as they are. The program continues to help a lot of youngsters that are limited financially. These student would not be able to pay for additional help in their education. The program gives them the extra incentive that they need to be successful. It gives them support and motivation which, in turn, promotes their desire for self-realization in life.

I would suggest that the Upward Bound Program expand to other contries where education is limited because of poverty. The contries in which English is a second language should be provided with additional content courses like math, science, etc. in English. This way students will be better prepared when they attend Universities.

I am really thankful to my parents for having placed me in such a wonderful program. I hope that Upward Bound wil continue it's excellent contributions. Maybe years from now, I will tell my children "Iam going to place you in a Fantastic program called Upward Bound.

Yolanda Hvizdak

When I moved to the University of Wyoming, I was really surprised; not only was the Higher Education Project fun and educational, but it was inspiring and enlightening. I learned a lot of things last summer not only about school, but also about myself. I feel like I have really matured and grown up over the last summer. I learned what it was like being on my own, and how to get along with other people. Before I ever thought about coming to the Upward Bound program I was just like any other high school teenager who thought that living on your own was easy and I guess you could say I really didn't care that much about college and my future. Now that has all changed. I have become more responsible and my outlook on life has broadened. I feel that I have a lot going for me. I plan to go to college and study Sports Medicine because I enjoy working with people. I feel that if I had never joined Upward Bound I still would be the same as I was before.

This is my second year in the Upward Bound program. My counselor from Riverton High School recommended me for the program because he felt that I was undecided about my future. When I first joined the program I didn't know anything about it, except that it was supposed to be fun and educational. Upward Bound has had a very big impact on my life and future. My name is Yolanda Jean Hvizdak.

Winston-Salem State University
WINSTON-SALEM, NORTH CAROLINA 27110

Project Upward Bound *Telephone 750-2670 or 750-2671*

Patrick Walker
734 NW 25 1/2 St.
Winston-Salem, NC 27105

Upward Bound has made a positive impression in my life. I have experienced the advantages of improving my academic skills, working with concerned instructors, participating in student contests and family events, and exposure to college visitations to help with my college and career choices. Since my involvement with Upward Bound in 1987, I have realized all future success depends on me. I plan to attend at least a four year college, majoring in either Law or Public Relations. I have matured both socially and mentally by setting optimistic goals and keeping strong committments. With Upward Bound as my foundation, my overall quest for knowledge will endure forever!

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Hello, my name is Naomi Freelove and I'm of Native American Indian descent. I'm currently a senior at North Community High School in Minneapolis, Minnesota. I face all the obstacles every teenager has growing up in a big city. I see girls getting pregnant at the age of 13 and up. I see my friends getting hooked on drugs and quitting school. I have my own head and I decide what I want to do. My life is pretty good. My Mother told me once that she's not always going to be around and I have to learn to make my own decisions. That has helped me a lot in making me feel grown up and has helped me to make grown up decisions. A very important decision I had to make was joining University of Minnesota Upward Bound.

This is my 5th year in an Upward Program and it's my second Upward Bound Program. My first experience was in Jr. High with an Upward Bound Program called Vision Quest. This program was mostly made up of American Indian students. This program gave me a good start. I got mostly A's and B's in jr. high. Involvement in Vision Quest helped me to decide to finish high school and to go on to college.

Going from junior high to high school was an experience I'll never forget. My grades were the worst ever (C's and D's). Vision Quest noticed and put me on a suspension contract. I knew that if I kept this up I would end up a high school drop out. I made a decision and I broke away from the crowd I was hanging around with.

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I went from Vision Quest to the University of Minnesota a high school Upward Bound program. This program has helped to set my goals for the future. I haven't decided on what I want to do for the rest of my life but Upward Bound has helped me to find information that will help me decide. This program believed in me when I didn't believe in myself. They kept my motivation going when I thought I had no more left. This last year in high school was my best year ever- I got straight A's. After school tutoring twice each week with Upward Bound helped me a great deal.

Upward Bound summer camp helped me in a subject I didn't know very well. Again, a math teacher at camp taught me Advanced Algebra- Trigonmcetry so well that my grade in math went from a F to a A in one trimester. Upward Bound has positively helped me to decide to go to college. I plan to go to college but what I plan to study while I'm there is undecided. I want to become successful at what ever it is I decide to do. Upward Bound is very important to me and I'll never forget the staff that work with me.

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MR. JEROME SINGLETON
1127 James Street
Kalamazoo, Michigan 49001
Western Michigan University Upward Bound Program

Upward Bound has been a special experience for me, and it has helped prepare me for college life. The program also prepares students for problems that they are bound face after completing college. Upward Bound also acquaints you to dormatory living, and sharing with other people that you don't know.

The program to me is a perfect way to get young teens interested in college. I think the lectures and other Upward Bound sponsored activities are excellent.

Upward Bound has dramatically influenced my ability to set and achieve goals. I never actually had goals until I came into the program. I never really thought about what I wanted out of life. I thought that working on an assembly line was a good job.

Upward Bound stresses participation in activities planned by the program. Upward Bound also stresses the importance of going to college and being successfull. The program provides actual college life experience prior to actually enrolling in college.

Upward Bound gave me new direction and helped me identify what I want out of life. The program stresses the need to do well academically in high school, because your performance sets the pace for achievement in higher education.

Larry McDowell
2448 E. Lafayette
Stockton, CA 95205

Being a participant of the Upward Bound Program, has influenced my personal goals to an extent of which I couldn't have done alone.

Before I knew about Upward Bound, my directions were all headed one way, graduation from high school and then attending a community college. Upward Bound has opened many doors for me and now I have a mure clearer future. Visiting colleges has also influenced my goals, as well as the Upward Bound staff. With the help of such people, I find that giving up isn't the answer. In order to achieve my goals, I must find it within myself to be the best that I can be and not what everyone else wants me to be. I,too have dreams and I know that not everyone can fullfill their dreams and reach their goals alone in a world such as ours.

Many students are deprived of such information and short changed, sotto speak, of their dreams and goals. This nationwide, not to mention worldwide, problem is putting today's and tomorrow's society in a rut. Without the Upward Bound Program, I wouldn't know half of the things I know about getting into and completing college.

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Antonia Romero
P.O. Box 98
Mora, NM 87732

"Nothing is at last most sacred than the integrity of one's own mind", wrote Ralph Waldo Emerson. This is probably the greatest of his maxims. He believed that only through intelligence and individualism would a person succeed. But intelligence can be obtained only through hard work, patience, self dicipline and that individual's desire to surpass others' expectations.

The Upward Bound program offers all the necessary tools needed for further cultivation of the mind. Upward Bound is not just a program that allows educational advancement, but also serves as a device that makes the future a reality- something not so scary afterall. However, a student must be diciplined enough to distinguish between serious matters and those that are trivial in order to get the most out of the program.

It is hard to be serious about schooling that takes place during our free time (Saturdays and summer vacation). But it is here, in this situation, that a student's self dicipline is tested. Even I must admit that getting up at six, in order to make class proptly at eight, is not easy. This is true especially when you see other students hanging out and literally enjoying their time away from homework, class and tests. Many times I wanted to quit and join those who were on vacation, but every time I felt this way the program director would just say, "Ok, what are you gonna do? Where are you gonna go?" They were

statements rather than questions, and they always made their mark.

The most important thing that I've learned from Upward bound is responsibility. To spend six weeks enforcing your own self dicipline, or assisting others in doing so, teaches you that anything is possible, and that running away is for those with small minds and no will power. In addition, you spend six weeks away from parental supervision. You're almost alone out there, and it's amazing how you don't deter from the morals you've been taught, or how you look to others for the support and comfort you found at home. Yes, Upward Bound has turned many irresponsible adolescents into mature young adults.

Antoher great thing about Upward Bound is that it allows you to meet and mingle with people from diffeent backgrounds, cultures, and beliefs. In a way, you are forced to overcome shyness because you are thrown into a new environment, and your survival depends upon those who share the same predicament. In many cases you form a friendship with these people, and it usually lasts a long time. I believe that besides becoming a family for the summer you are taught to adapt, and make friends no matter where you go.

To attend Upward Bound is like embarking on a wild adventure.There may be danger at every turn, but the experience and lesson learned is well worth it. It may be a sacrafice, but it is mostly a challenge that calls out to those who wish to prepare themselves for what the future brings, those who are strong-willed and determined, and the very best of tomorrow.

Jessica G. Garcia
235 Drury Lane
San Antonio, texas 7822'

The moment I joined this program I gained a new perspective towar: my education. Trinity University's Upward Bound has given ne the incentive to reach higher goals for my future. By directing and increasing my confidence, the group allowed my academic skills to grow.

As an eighth grader, I had no idea where I was headed and how I should go about it. There were so many high school courses tochoose from, but so few to prepare me for college. I did not know what to expect from college; neither one of my parents had attended. One of my teachers saw the potential I had and introduced me to the Upward Bound Program. The academic classes I have taken at this program have helped me a great deal. When I have any questions about the subjects from school, I ask my Upward Bound teachers to explain the topic. The teachers at the program have given me more details in each subject.

With all of this information, I have become more confident. My average in high school is an A. I will hopefully graduate at the top of my class with honors. With the help of Upward Bound, I will be researching the different universities.

During my career orientation class, I have met many people with outstanding careers who have said it is not impossible. As a senior now, I will be looking for information about colleges. In my personal awareness class, during the summer portion of the program, the counselor has discussed the process of choosing a college with us. She helps us choose a college that will suit our academic and personal needs. Former Upward Bound students who are now attending ivy league universities are grateful for having been given the extra support and encouragement. The students felt prepared for their college classes because the chance to experience the format of college schedules and pressures of new and interesting subjects were given to them during their Upward Bound years. Many of the former students come back to help the next graduating class from high school know what to expect from college life.

Trinity University's Upward Bound has made me aware of all the opportunities there are to achieve my goals and dreams. I can not express how much the program has meant to me. I plan to return to the program and help the new coming students to keep Upward Bound strong and growing to reach many more needing students.

6-6-90

Back in February of 1990, I was one of the Talent Search students that had the opportunity to travel to Rhode Island for a college fair.

In the group were five other students from Maine and six councilors; all of whom were strangers to me at first but as we spent more time together, we became closely bonded.

Being down in Rhode Island with my group, as well as other diverse groups from different states was really fascinating to me. With the diverse group of people that I saw, Blacks, Hispanics, whites, and other Asians like myself, made me realize that upon entering college,these diversities will surround me for most of my college life as well as my future. I would no longer be blocked off from these views like I am now from my high school.

Talent Search also allowed me an early introduction to be with students that were in the same shoes that I was in. I found that they were as curious as I was in wanting to know ahead about college.

It was neat that we shared a common concern in certain aspects of colleges. Such aspects were like , how to chose the "right" college for ourselves. How to deal with finacial situations,and how to go about in choosing what would be "best" for our needs.

I was also very pleased with the Talent Search councilors that I was in contact with. Through speaking with them, I learned that I had many options to chose from in terms of what I was looking for or need. I was never stuck or glued to one idea or choice.

Overall, the trip to Rhode Island given to me by my Talent Search program was a great success. I gained a few important views and made a realizations about the kinds of people I will meet. This in many ways prepared me to be accepting and open

minded so when I reach college, it would not knock me off by a total surprise!

Phu Ly
Deering High
School.
Portland, Maine

"MY UPWARD BOUND EXPERIENCE"

by

CHERYL CALLWOOD
P.O. BOX 2072
ST. THOMAS, U.S.V.I. 00803

My experience in the Upward Bound program can best be described as challenging and rewarding.

I first heard about the Upward Bound program when my aunt came home one day and informed me that she had enrolled me in the program. My first thought was, "Gee, school on Saturdays!" The thought of attending yet another day of classes was not very appealing.

I strode into my first Saturday session with great apprehension. Much to my surprise, it was rather interesting. As I continued to attend regular sessions, my attitude toward learning and my opinion of the program began to improve.

Upward Bound has been instrumental in helping me to set priorities. Now, academic achievement is my first priority. Attending tutorials and study skills seminars enabled me to develop better study habits. As a result, my grades soared! Presently, I am a member of the National Honor Society and the Spanish Honor Society.

Through counseling sessions and advisor/advisee meetings I began to express myself openly and overcame my shyness. With greater confidence in myself, I was inspired to pursue extra-curricular activities such as participation in my high school Concert band, Marching band, Flag Corps and Majorettes.

Career fairs, career research and investigation, along with interviews with established attorneys, have influenced my decision to pursue a career in law.

Over the years, I've acquired many friends who are members of the UVI Upward Bound family. It is very refreshing to know that many of my friends share similar feelings about Upward Bound. They are very quick to tell how tutorials, counseling and instructions have assisted them. They have found the Upward Bound staff members to be knowledgable, helpful, friendly and fun to be with. Even former participants who have gone on to higher education return with positive remarks about the significant ways Upward Bound has affected their lives. Their advise is usually, "Take advantage of the opportunities that the program affords you. Its benefits are far reaching and long lasting."

Upward Bound is more than just academics. It is like a family atmosphere. It is a place where you can share your thoughts and feelings. Someone is always there for students to lean on. For me, Upward Bound is a home away from home.

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Glen Staples
408 Orchard Avenue
Beckley, WV 25801

Alia Jacta Est means - The die is cast

To begin my paper I would like to say that all of my teachers at Upward Bound were strict and straight to the point, but very east to get along with.

In all of my classes my teachers would give me enough homework so it could be completed in a hour. We only have one hour to study and do our homework.

After classes, we have a lot of different things to do such as playing basketball, going swimming, talking to other Upward Bound students and people who took summer school classes at West Virginia Institute of Technology.

At night we have a lot of different activities that we have to participate in such as scavenger hunts, skating, watching movies, having pizza parties and bowling at the White Oak Lanes in Oak Hill, West Virginia.

We go on a lot of different trips. We went to Washington Carver, West Virginia's Wildlife Center, Cultural Center and to other colleges in the State of West Virginia.

I learned a lot living at West Virginia Institute of Technology last summer. It was the first time I had lived away from home for such a long period of time. If was like I was all on my own. I had to get up in the morning and make sure I was in all of my classes on time. I was lucky because I had a room to myself and it felt like having my own little apartment.

Winston-Salem State University
WINSTON-SALEM, NORTH CAROLINA 27110

Project Upward Bound

Telephone 750-2670 or 750-2671

Jewel Butler
1072 Hickory Glen Rd.
Winston-Salem, NC 27106

My experience in Project Upward Bound has been very rewarding. I have learned about college life and to work hard in school.

During the summer sessions, I get a head start on the upcoming school year which helps a great deal. I also get to meet new people.

The school year sessions help me with tutoring in English and mathematics. The career counseling classes help me complete college application properly in addition to understanding the process in college planning.

Mellie Torres
543 Marshall Street
Elizabeth, NJ 07206
June 15, 1990

For the past two years, I have attended Stevens Technical Enrichment Program. the experiences that I have encountered while in S.T.E.P. have benefited me as a scholar and most importantly as a mature individual.

When I began classes at Stevens Institute of Technology, I doubted my own capabilities. Because of this I rarely took physical or academic risks. As a result, I missed out on many opportunities. Throughout the weeks, however, the encouragement that I received from my peers and educators at S.T.E.P. led me to become a person that has faith in herself. Persons without faith in their selves can never obtain their goals.

Also, I have been shown the many opportunities that are available to me at the completion of a college education. As a minority this will be a great accomplishment for me and my family. Without the continued academic and emotional support that I've received from S.T.E.P. a college education would have been only a dream to me. But it isn't. Today it is a reality.

I fear that because of budget cuts from the government, programs like Stevens Technical Enrichment Program will be non existance for generations to come.

What would I be without the Upward Bound progam? It says that without an education, you won t be anything. I've learned more responsibility towards my education, educatore, family and community.
The program has helped me to get off and stay out of the terrible things and happenings around me everyday. Mrs. Spencer and the Upward Bound program has given me a chance. I hardly ever would go to school. For What? That was my attitude. All of my dreams seemed so far away, like they were all just on T.V. and only happening to them folks . I sometimes would dream that it could happen to me, but with almost all F's on my report card and perfect poor attendance, where was I going? I appreciate the opportunities Upward Bound is giving me, and I'm encouraged to recognize is to give back. Mrs. Emily Spencer has made certain that we, the UB students give back.

The Fitchburb State College Upward Bound helped to build Funtasia Park, a safe place for younger children to play and grow. We also participated in the walk for multiple sclerosis. Meals on Wheels for the hungry and homeless and we helped to clean up our city on Earth Day. All these things we did for no charge, something I would have had to give a lot of thought to before joining Upward Bound. I am not alone in the praise for Upward Bound providing First Experiences. This is my First trip to Washington, D.C., my first ever seeing Alvin Ailey Dancers and in the Wang Theater in Boston. I was so happy. I watched people who must have had dreams, and I felt inspired as they performed so well across the stage. So much concentration, it had to take a lot of practice and preparation. I was encouraged to take seriously the Saturday seeions that are provided by the Upward Bound progam. For some of my UB brothers and sisters, it is the first time they ve ever left the City of Fitchburg. And some of us, it is the first perfect attendance and the first real interest in high school. For many years and even now, Government has seemed something you only read about or see on television, but through Upward Bound and Mrs. Spencer s determination, she brought local government to volunteer hours tutoring us. This helped to break some of the negative thoughts toward government I and someother dreamers know. Also, people from big businesses volunteered hours to tutor and Mrs. Spencer even got them to let us use space for our tutoring sessions. We met in the Fine Arts Museums, Chamber of Commerce, The Mayor s Conference room and inthe President of the Fitchburg State College s boardroom.

Mrs. Spencer told me Juan , you re the type of kid who only needs a chance . I m grateful to Mrs. Spencer for the chance to be in Upward Bound and to all possibe, but I wish there was more monies so that others who would like to be in the program could join. We only have 50 slots available. That s like a needle in a haystack.

I play football for Fitchburg High School and I love playing the sport, but I was in jeopardy of losing out because my grades weren t good and my attendance was poor. I am going on now to great things and I am not afraid to dream, or I handle myself better when I walk in the stores around here and get dirty looks or hear racial slurs. It still happens here in Fitchburg eventhough it is 1990. I m glad though that Mrs. Spencer encourages us to learn how to live among people of all races and respect eachother. The whole world could use a little more respect. For example, The Upward Bound went in the City to have a carwash, the leader of the Salvation Army told her "to Get her Black Group and get out of her". I was appalled that he could be so blind as I am pround to say our Upward Bound is racially intergrated with academically growing, learning to be socially and culturally enlightened, interacting, Future Leaders of this fine United States of America and possibly, now we believe, we can Lead the World.

Until Upward Bound and Mrs. Spencer came into our lives fr many of us we were tired, bored, disillusioned, frustrated, angry and felt we had no Future. Boy, How things have changed. She put a light in our eyes, that enables us to see a Future. A Future that we know we have an important place in. Thank you National Council of Educational Opportuntiy Associations, Thank you Senator Kennedy, Senator Kerry. Thank you Congreeman Neal, Thank you Congressman Mavroules. Thank you Mrs. Spencer and allher staff, Thank you President Mara of Fitchburg State College. Thank you Ms. Lary and the Private Industry Council, and all of the Upward Bound Students, my Mom and everyone else who is behind me and the other Trio students. I Thank you again and again. Look for me, I'm Bound Upward!!!!!!!!!!!!!

Leigh Phipps
830 East Main St.
Jefferson, NC 28640

Throughout my experiences in Upward Bound, I've discovered many essential things that the program has given me. The Upward Bound Program helps students to obtain a clear outlook for the future. Being able to achieve the goal of attending a college is what the Upward Bound staff focuses on most. An important aspect of Upward Bound is the tutors that are assigned to students. The tutors provide encouragement and help with many school subjects. Due to the tutors assistance, grades have been improved. Another factor to improve school grades and SAT scores is the vocabulary units that each student is acquired to do. The caliber of my vocabulary has been greatly increased due to the vocabulary units and by the staff's diction. During the summer I have been fortunate to stay in a college dorm and take classes at Appalachian State University. The summer classes gave me a head start for my upcoming school year. Upward Bound has also made me realize how important leaders are in our society; I want to be a leader not a follower. Through Upward Bound I have been able to attend many cultural events, such as plays, musicals, and dances. Attending such events have helped me grow an appreciation for the arts. Focusing my intensities on grades in

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school, cultural literacy, leadership skills, and basically being the best I can be have been greatly influenced by my involvement in Upward Bound.

Minorities must embrace education

By Alice Everett
University of Miami Upward Bound

Imagine a big executive office in a high rise business complex overlooking a metropolitan area. The occupant of this office is the Chief Executive Officer of a major corporation whose annual salary exveeds a hundred thousand dollars. What are the prospects of this being a minority? The likely occurrences are slim.

Speaking from a black perspective wrought by generations of racial injustice, many of us do not understand the importance of post-secondary educations.

Education is especially pertinent to minorities. It is the best solution to improve poor socioeconomic conditions. Education provides a route away from poverty, low-wage and exploiting jobs, unemployment, teenage pregnancy, drug use, rising drop out percentages, and the numerous other problems minorities are more likely to face.

There must be a rise in the number of minorities in the envision executive office. In order for this visualization to become a reality, minorities must obtain higher education. Programs such as the Upward Bound Project are designed to assist this goal.

Through the University of Miami's Upward Bound Program, I have enhanced my leadership qualities and communication skills. The program has provided me with an incentive to seek higher educations. Futhermore, the program gave me opportunities, like this Washington D.C trip, to travel to other places to share my valuable experiences with others. The positive aspects of the program are unlimited. However, the single most important aspect is it's assistance in giving minorities and students from low-wage income families the

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desire and help needed to attend post-secondary institutions.

As a black female, I have encountered racial injustice, sexual discrimination, and economic hardship that serve as obstacles in my educational objectives. However, my desire to be educated and hard work will triumph over such hindrances. I am prepared to work and sacrifice twice as much. With the right opportunity, I will exemplify my BAD (black, ambitious, and determined) attitude. The right opportunity is an education. It is my, as it could be for many other minority youths, yellow brick road out of the ghetto.